2021-2022 AFFIRMATIVE ACTION PLANS FOR ITALIAN AMERICANS
Borough of Manhattan Community College
City University of New York

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Program Year: September 1, 2021 – August 31, 2022

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PART ONE: INTRODUCTION AND BACKGROUND

This report is an annual update of the Affirmative Action Plan (AAP) for federal contractors. The U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) oversees Affirmative Action Plan requirements for federal contractors. This unit is one of CUNY's Affirmative Action Establishments.

This plan reflects requirements for implementing:

- Presidential Executive Order (EO) 11246, addressing gender and federally protected racial/ethnic groups
- The Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA), as amended, for protected Veterans
- Section 503 of the Rehabilitation Act of 1973, as amended, for Individuals with Disabilities.

Some aspects of this plan also reflect state and local regulations, guidelines for public entities, CUNY Board resolutions, and CUNY policy.

The employee census date is **June 1, 2021**. The previous reporting year was **June 1, 2020 – May 31, 2021**. The program year for this plan is **September 1, 2021 – August 31, 2022**.

We address disruptions due to the 2020-2021 COVID-19 outbreak later in this report.

This Plan is available for public review as described on the title page.

We produce a separate Affirmative Action Plan for Italian Americans. CUNY's Chancellor designated Italian Americans as a protected group in 1976.

OVERVIEW

Location, Degrees, Accreditation

BMCC is a comprehensive two-year public community college. BMCC is a unit of The City University of New York (CUNY) serving the diverse needs of New York City students and the New York City community. The College continues its commitment to open enrollment, to the fulfillment of its educational mission, to the New York City community, and to providing quality post-secondary education to the graduates of New York City's high schools. BMCC's academic calendar consists of a 15-week fall semester, a 15-week spring semester, and two summer sessions.

The College awards three degrees: Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.). It is an accredited member of the Middle States Commission on Higher Education and has also been accredited by the Board of Regents of the University of the State of New York. Additionally, the College's health programs are accredited by the Accreditation Commission for Education in Nursing, the Commission on Accreditation for Health Informatics and Information Management Education, the Committee on Accreditation for Respiratory Care, the Committee on Accreditation of Education Programs for the Emergency Medical Services Profession, and the Commission on Accreditation of Allied Health Educational Programs.

Located in the heart of downtown New York City, BMCC students actively participate in the artistic communities of Tribeca and SoHo, the dynamic downtown financial district, and the center of New York City government at City Hall.

The main campus of the college is situated on 4.28 acres of land in a building that was designed with the Hudson River harbor in mind — shaped like a ship with its helm pointed to the sea. It spans four blocks from Chambers Street to North Moore Street.

History

BMCC was founded in 1963 and opened in 1964 as a small, primarily business-oriented community college offering programs aimed at the business community. Originally located on two floors of a commercial building in midtown Manhattan, the college focused on preparing students for business careers and on providing a liberal arts education to students who wished to transfer to four-year colleges. The college also created on-site training and management development courses for mid-level employees. BMCC has continuously modified its in-house and on-site programs.

During the next two decades, the mission of the college changed in response to the advent of open admissions at CUNY in 1970, and later in response to the emergence of new technologies and changes in business and industry. By 1974, enrollment had increased to over 6,000 day and evening students.

A new building spanning four city blocks, from Chambers Street to North Moore Street, was constructed in lower Manhattan to serve as the school's main campus. It opened in January of 1983. BMCC is the largest college in the CUNY system, with approximately 20,307[1] students, and is the first community college in Manhattan.

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1 The number of students is as of spring 2021.

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Fiterman Hall was donated to the College in September 1993 as the largest single donation ever made to a community college. However, the building was severely damaged in the aftermath of the World Trade Center tragedy. After rebuilding, BMCC launched the 2012-2013 academic year with the opening of the rebuilt Miles and Shirley Fiterman Hall.

BMCC's Mission

BMCC is a diverse teaching and learning community committed to advancing equity and the intellectual and personal growth of students. Working to strengthen a culture of care inside and outside the classroom, we share a passion for learning with students from around the world. We strive to increase degree completion, successful transfer, career achievement and service and leadership within our community, New York City, and beyond.

BMCC's Vision Statement

BMCC will be nationally recognized for improving student learning and success, excellence in research and knowledge creation, and advancing socioeconomic mobility through the transformative power of education. BMCC faculty and staff are committed to strengthening our culture of care and take responsibility for creating the conditions under which all students can learn and all members of the BMCC community can thrive. Teaching and learning at BMCC, both inside and outside the classroom, is culturally responsive and sustaining, deeply engaging, and celebrates the rich diversity of experience and knowledge that the entire community brings to the College. Our students, faculty, staff, and alumni share great pride for BMCC, and for our role in creating a better, more equitable New York City.

BMCC's Values

Belonging: Creating an environment in which all members feel welcome, that they are valued, and that they can succeed.

Community: Celebrating the uniqueness of individuals and groups; encouraging connection and participation; taking responsibility and caring for each other.

Equity: Working as an engine of upward social mobility to reduce barriers and improve academic, career, and personal success for all, particularly for individuals and groups with less advantage.

Teaching and Learning: Creating exceptional teaching and learning environments inside and outside the classroom; valuing the experience and knowledge students bring to the classroom and engaging them in the construction of knowledge.

Transformation: Promoting intellectual, socioeconomic, and personal growth of students and communities; empowering students to improve their lives and the lives of their families; advancing justice through education.

ORGANIZATION CHART

Appendix A displays an organization chart.

RELEVANT POLICIES

As a unit of The City University of New York (CUNY), BMCC adheres to federal, state, and city laws and regulations on non-discrimination and affirmative action, including Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, the Age Discrimination Act of 1975, New York State Human Rights Law and New York City Human Rights Law.

Protected groups identified in Executive Order 11246 are American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, and Women. Additionally, the Chancellor of CUNY designated Italian Americans as a protected group in 1976 and CUNY prepared a separate Italian American Affirmative Action Plan.

CUNY posts its policies on non-discrimination, sexual misconduct, and affirmative action on its website.

https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/

Equal Opportunity and Non-Discrimination Policy

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of The University.

It is the policy of The University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.

It is also The University's policy to provide reasonable accommodations to applicants, employees, and other persons on the basis of disability, religious practices, pregnancy or childbirth-related medical conditions, or status as victims of domestic

violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

Affirmative Action Policy

CUNY's original Affirmative Action Policy of May 28, 1985 is part of its Manual of General Policy.

ARTICLE V FACULTY, STAFF, AND ADMINISTRATION

Policy 5.04 - Affirmative Action:

RESOLVED, that the Board of Trustees of The City University of New York reaffirms its commitment to affirmative action and directs the Chancellery and the colleges to reemphasize the taking of the positive steps that will lead to recruiting, hiring, retaining, tenuring, and promoting increased numbers of qualified minorities and women. (Board of Trustees Minutes, 1985-05-28, Section 6-C)

Sexual Misconduct Policy

CUNY's Policy on Sexual Misconduct addresses sexual harassment, gender-based harassment and sexual violence. It outlines procedures applicable to students and employees for addressing complaints.

Every member of The City University of New York ("CUNY") community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment, and sexual violence). Accordingly, CUNY is committed to:

Defining conduct that constitutes prohibited Sexual Misconduct;

Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;

Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;

Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;

Providing awareness and prevention information on Sexual Misconduct, including

widely disseminating this policy, as well as a "students' bill of rights" and implementing training and educational programs on Sexual Misconduct to college constituencies; and

Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness, and the resolution of incidents.

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all colleges and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY's Board of Trustees.

Other Policies

It is our policy to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, unemployment status or status as a victim of domestic violence.

Management reaffirms its non-discrimination policies annually. **Appendix B** contains the most recent reaffirmation letter, issued on September 30, 2021.

Other important policies available on CUNY's "Policies and Resources" webpage include:

- Campus and Workplace Violence Policy
- Domestic Violence and the Workplace Policy
- Procedures for Implementing Reasonable Accommodations and Academic Adjustments

CUNY campuses report crime statistics, including statistics relating to sexual violence under the federal Jeanne Clery Act. Information is available from the campus [Public Safety Department](#).

RESPONSIBILITY FOR IMPLEMENTATION

While the entire community participates in promoting diversity and inclusion, we have assigned certain specific responsibilities.

The President

Dr. Anthony E. Munroe (hereinafter referred to as the President) oversees Affirmative Action and diversity programs to assure compliance with federal, state, and city laws, rules and regulations and

university policies.

The President designates personnel to manage Affirmative Action, diversity and compliance, including a Chief Diversity Officer (CDO), 504/Americans with Disabilities Act (ADA) Coordinator and Title IX Coordinator. The President ensures these personnel have authority, staffing, and other resources to fulfill their assigned responsibilities.

The President communicates a commitment to equal employment opportunity, issuing an annual reaffirmation of this commitment, and issues required reports, including this Affirmative Action Plan.

Chief Diversity Officer

The President has designated Odelia Levy, Esq. as Chief Diversity Officer (CDO) and Responsible Official who:

- Provides confidential consultation for, investigates and resolves discrimination/harassment complaints

- Distributes policies, notices and revisions, and integrates them into training programs, search committee orientations, websites, and other communications

- Evaluates Affirmative Action programs and initiatives

- Prepares and communicates Affirmative Action Plan reports

- Consults with hiring teams and managers on recruitment and selection, overseeing recruitment plans and effective recruitment/selection strategies

- Participates in CUNY initiatives promoting diversity and inclusion.

Officials

Executives, department chairpersons, managers, and supervisors are critical partners in Equal Employment and Affirmative Action programs. They help ensure compliance with regulations and policies, foster an inclusive environment, and help develop and implement the Affirmative Action Plan.

Committees on Diversity and Inclusion

The college has a standing committee, the BMCC Race, Equity and Inclusion Steering Committee

(REI), which advises the President and Cabinet on actions needed to advance equity and inclusion as well as combat inequality in all its forms.

REI actively works to dismantle systemic racism and structural inequality across the BMCC community including students, faculty, staff, contractors, and collaborators. REI's goal is to develop actionable items for BMCC to prioritize, build upon, and institutionalize.

The changes REI seeks in regard to equity, inclusion and justice will require our collective work. REI commits to reach out to, embrace, and amplify the voices of all members of the BMCC community to design and implement mechanisms that hold BMCC, our leadership, our community and ourselves accountable. Working as the conscience of the College, REI's goal is to develop actionable items for BMCC to prioritize, build upon and institutionalize. We seek transformational change, for today and for the future.

The REI Steering Committee consists of five (5) subcommittees, led by a Convener/Chair. Each subcommittee identifies strategies for recommendation and implementation to cultivate a more diverse, equitable, and inclusive teaching and learning college community and directly address systematic, systemic, structured inequities. Informed by and building on the critical work of the Equity and Inclusion Task Force, REI has been charged with developing recommendations to strengthen institutional practices, processes, and policies and aiding the college in the implementation and monitoring of these recommendations.

Co-Chairs of REI
- Shenique S. Davis, *Assistant Professor, Criminal Justice Program*
- Odelia Levy, *Chief Diversity Officer/Special Advisor to the President, Office of Compliance and Diversity (OCD)*
- Pedro Pérez, *Director of College Discovery*
- **Ex-officio:** Chris Shults, *Dean of Institutional Effectiveness and Analytics*

Subcommittee 1: Curating Resources/Synthesize and Summarize Data
Members:
- *Convener:* Sara Crosby, *Learning Academy*
- Judith Anderson, *Ethnic and Race Studies*
- Kanu Nagra, *Library*
- Lorna Malcolm, *Institutional Advancement*
- Shenique S. Davis, *Assistant Professor, Criminal Justice Program*

Subcommittee 2: Strengthen Curriculum and Pedagogy
Members:
- *Convener:* Mariama Faye, *Student Government Association Vice President*
- Ashtian Holmes, *Urban Male Leadership Academy*
- Laurie Lomask, *Modern Languages*

- Patricia Mathews, *Ethnic and Race Studies*
- Pedro Pérez, *Director of College Discovery*
- Shirley Leyro, *Social Science, Human Services and Criminal Justice*
- Sabrina Adaba, *Buildings and Grounds*
- Angela Polite, *Speech, Communications and Theatre Arts (Subcommittee Member)*

Subcommittee 3: Design Opportunities/Provide a Safe Space for College-wide Discussion
Members:
- *Convener:* Adrian Solomon, *College Discovery*
- Brandee Simmons, *Student*
- Edna Asknes, *Nursing*
- Lesley Rennis, *Health Education*
- Eric Lugo, *Building and Grounds*
- Peter Hoontis, *Business Management*
- Katty Cherubin, *Enrollment Services*

Subcommittee 4: Inventory and Assess BMCC Programs
Members:
- *Convener:* Anthony Bishop, *Library*
- Jonathan Matamoros, *Academic Advisement and Transfer Center*
- Manny Romero, *Public Affairs*
- Victoria Apostol-Marius, *Women's Resource Center*
- Peter Williams, *College Now*
- Jorge Florez, *Mathematics*
- Hollis Glaser, *Speech, Communication & Theater Arts*

Subcommittee 5: Review Institutional Practices
Members:
- Josiah Ramesar, *Student Government Association President*
- Jennifer Delfino, *Academic Literacy and Linguistics*
- Jean Amaral, *Library*
- Leslie Craigo, *Teacher Education*
- Michelle Ronda, *Social Science, Human Services and Criminal Justice*
- Robert Cortes, *Counseling*
- Christopher St. Hill, *Public Safety*
- Odelia Levy, *Chief Diversity Officer/Special Advisor to the President, Office of Compliance and Diversity (OCD)*

University Management

CUNY's University Office of Recruitment and Diversity (ORD) establishes job groups and report parameters, and reports summary statistics. ORD sponsors university-wide diversity programs described in this plan. ORD also maintains systems support for data collection (including self-

identification data) and job posting.

IMPACT OF COVID-RELATED EVENTS

On March 15, 2020, CUNY Chancellor Felix Matos-Rodriguez announced that CUNY campuses and non-essential personnel were transitioning to remote learning and work for the remainder of the academic year. CUNY prepared to return in a hybrid capacity in late summer 2021. The transition and resulting shifts in priorities affect the university's operations in many ways. CUNY canceled or postponed some hiring plans. In addition, CUNY has limited or canceled public events and other activities that could not be conducted remotely.

Certain practices have continued unchanged. The Chief Diversity Officer has continued work on all major functions including:

- Complaint intake and investigation
- Accommodations for Individuals with Disabilities
- Recruitment advertising and outreach
- Oversight of hiring, advancement and separation practices
- Consulting to management.

BMCC's Repopulation Steering Committee, designated liaisons, and teams met throughout the year to discuss ongoing details impacting faculty and staff, including health protocols and facilities operations. Membership of the Steering Committee was expanded to include broader representation from faculty governance and union delegates to facilitate greater communication and understanding across the College. In addition, BMCC conducted community-wide Town Halls for both students and staff to communicate ongoing planning and implementation, obtain feedback, and address specific concerns from community members.

On May 18, 2021, BMCC held a College-Wide Open Forum to discuss plans for fall 2021. The open forum discussed facilities updates, enhanced safety protocols, and enhanced building programs and operations. On July 15, 2021, BMCC held a College-Wide Town Hall to discuss the College's repopulation plans for fall 2021. Additionally, the Office of Compliance and Diversity conducted webinars on reasonable accommodations, specifically relating to Covid-19 and working in a remote environment. On May 6, 2020, and May 7, 2020, the College's Office of Human Resources and the Office of Compliance and Diversity conducted a joint webinar regarding Covid-19 related accommodations for faculty and staff. The webinars provided employees with information and resources pertaining to reasonable accommodations and related best practices in a remote work/distance learning environment. Further information is available on the BMCC Reimagining website: Reimagining BMCC

PART TWO: DATA AND ANALYSIS

We analyze workforce data as mandated to promote a complete assessment, covering:

- Workforce Analysis (Evaluating employment within organizational units/departments)
- Analysis of job groups and academic disciplines
- Comparisons with labor market availability measures (utilization analysis)
- Reviews of Personnel Actions, Recruitment and Hiring, and Compensation.

We rely on methodologies provided by the US Department of Labor's Office of Contract Compliance Programs (OFCCP), in particular, the *Educational Institutions Technical Assistance Guide*.

DATA SOURCES

This section describes how CUNY prepares data for this report.

Employee Data

On June 28, 2021, we extracted data on full-time employees active as of June 1, 2021 from CUNY's system of record, CUNYfirst. We include individuals on most paid leaves, including medical leave and fellowship/sabbatical leave. We do not include individuals on terminal leaves such as retirement leave, student workers (including Graduate Assistants) or individuals employed separately by CUNY's Research Foundation.

We invite employees to self-identify gender, race/ethnicity, veteran status, and disability status. Employees may update selections at any time on an Employee Self-Service portal. We last conducted a self-identification canvas in May 2018 via email. We provided a frequently asked questions document to explain the reasons for collecting this data and stressed that providing it is voluntary.

We also invite job applicants to self-identify on the job application portal.

Self-Identification Categories

We use the following categories to evaluate representation by race/ethnicity for the federal Affirmative Action plan:

- Total Minorities (all groups other than White, reported as a single category)
- Asian (consolidates Asian, Hawaiian, and Other Pacific Islander)

- Black/African American
- Hispanic/Latino
- White (not a protected group).

American Indian/Alaska Native and Two or More Races are included under Total Minorities but not separately reported.

If a person identifies as both Hispanic/Latino and another group, they are recorded as Hispanic/Latino, and not as Two or More Races.

Consistent with long-standing agreements, we ask employees to self-identify Italian American status, and create a separate Italian American Affirmative Action Plan.

To retain overall comparisons to individuals in federal categories and to prevent double counting, Italian Americans are not included in Total Minorities in either plan. If individuals indicate both Italian American and federally protected ethnicity categories, we default to the federally protected category, to prevent double counting.

We use federally mandated gender categories of male and female for purposes of this plan. Our system captures non-binary general identification, but only individuals specifically identifying as "female" are included in the federally protected gender category.

Of **1,374[2]** employees, **1** employee did not identify a gender, and **1** employee selected a gender other than male or female. Anyone who did not specify a gender and/or ethnicity is included in the Workforce Analysis but not assigned to a protected group. **Five hundred and Sixty-Seven (567)** employees did not identify a veteran status and **1,305** employees did not identify a disability status. Disability and veteran status are priorities for future self-identification campaigns.

Labor Market Source Data

We compare the employee population with the Labor Market from which CUNY would reasonably recruit, train, or promote, by job group. We last updated Labor Market estimates in May 2019.

For internal candidates, we utilized lists of CUNY-wide appointments over the 2017-2018 and 2018 2019 periods for weighting and lists of feeder jobs, using the demographics of the candidate groups as of the June 1, 2018 employee census.

For external candidates, we utilized the US Census American Community Survey (ACS), 5-year

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2 The 1,374 figure includes the Chief Executive Officer – the College President. The Workforce Summary by Job Group and Category below lists the total number of employees as 1,373 because it excludes the Chief Executive Officer.

estimate, 2013-2017 (final), extracted from University of Minnesota's Integrated Public User Microdata Sample (iPUMS).

For faculty discipline-based estimates, we utilized the US Department of Education's National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) completion data, 2015-2016 (final). We use the Classification of Instructional Programs (CIP) to identify disciplines.

WORKFORCE ANALYSIS

Workforce Analysis is a review of the representation of females and minorities by division, department and title, evaluating diversity by organizational unit rather than job group. We review the data organized by job title in order of rank or salary grade. We also review professorial faculty by tenure status within the department. Due to length, Workforce Analysis charts are not included here.

JOB GROUPS, DISCIPLINES, AND MARKET DATA

Job Groups

We analyze data according to groups of jobs with similar duties and qualifications. CUNY establishes job groups and reviews them annually, as detailed in **Appendix C**. A major input is the federal Standard Occupational Classification (SOC) system. We also combine job groups into categories based on the federal EEO-1 categories for some summary reports.

The next two pages provide a summary of staffing by job group, followed by a summary of professorial faculty by rank and tenure status.

Academic Disciplines

With few exceptions, CUNY assigns faculty departments to disciplines as per the US Department of Education's Classification of Instructional Programs (CIP).

CUNY analyzes data about College Laboratory Technicians by assigning departments to either a Scientific/Engineering/Technical group or a General group.

Appendix D lists these assignments. This past year, there were no material changes to the discipline assignments.

Labor Market Availability

Labor Market Availability is an estimate used to benchmark utilization of protected groups, by job group. It represents the proportion of each protected group available for employment in the labor market from which CUNY recruits (both internally and externally). CUNY last updated Labor Market Availability estimates in May 2019. **Appendix C** and **Appendix D** provide the basis for each calculation and details the factors we use. They cover the weighting of internal and external labor markets, geography, occupational qualifications, degree requirements, and academic discipline assignments.

UTILIZATION ANALYSIS

We compare CUNY's workforce with estimated Labor Market Availability by job group. We evaluate utilization for females, major federal ethnicity categories (Asian, Black/African American, and Hispanic/Latino and Total Minorities), and Italian Americans.

We evaluate job groups with a minimum of five incumbents, with the caveat that analyzing groups of less than 30 employees may generate less reliable results.

The President's position reports outside of our establishment and is not included.

We report underutilization where the percent of individuals belonging to a protected group is less than 80% below the labor market estimate, and the difference is equal to at least one full-time equivalent employee.

Appendix E details utilization/underutilization in each category (job group and/or academic discipline). We consider job groups and disciplines for which there is underutilization as priorities for placement goals and enhanced outreach when there are hiring opportunities.
Year-to-year variations in underutilization arise from a combination of changes in availability, hires,

advancements, and separations. It is usually not possible to pinpoint a single, direct cause. In job groups with small numbers of employees, results may change substantially with small staffing changes.

The following pages summarize staffing and underutilization for each job group.

Utilization, Underutilization, and Placement Goals

Faculty

Job Groups With Reduced Underutilization: this job category had positive progress, in that underutilization of various underrepresented groups was either eliminated or decreased at the College. In the Biological and Biomedical Sciences and Physical Sciences discipline, underutilization of Black faculty members decreased in the Professoriate job group from 2 to 1. In the Education-Developmental discipline, underutilization of female faculty members decreased in the Professoriate job group from 7 to 6. In the Health Professions and Related Programs discipline, underutilization of Asian faculty members was eliminated in the Professoriate job group. In the Communications, Journalism, AND Visual/Performance Arts discipline, underutilization of Hispanic faculty members decreased in the Lecturer job group from 2 to 1. In the Education - Developmental discipline, the underutilization of female faculty members was eliminated in the Lecturer job group.

Job Groups Without Underutilization: As in the 2020-2021 plan year, there was no underutilization of female or minority employees in the Professoriate job group in the following disciplines: Business, Management, Marketing, and Support; Communication, Journalism, and Visual/Performance Arts; Education; English Language and Literature/Letters; Foreign Languages, Literatures, and Linguistics; Mathematics and Statistics; Social Sciences; and Library (Librarians/Non-Teaching.)

Job Groups With Unchanged Underutilization: In the Communication, Journalism, and Related Programs discipline, the underutilization of female faculty members and Asian faculty members in the Professoriate job group remained the same (at 3 and 1 respectively), due to a lack of hiring opportunities. In the Computer and Information Sciences and Support Services discipline, the underutilization of Black faculty members in the Professoriate job group remained the same (at 1, due to a lack of hiring opportunities. The underutilization of Black and Hispanic faculty members in the Education - Developmental discipline, specifically in the Professoriate job group, remained the same (at 2 and 2 respectively), due to a lack of hiring opportunities. In the Family and Consumer/Human Services discipline, underutilization of Asian faculty members in the Professoriate job group remained the same (at 1), due to lack of hiring opportunities. In the Visual and Performing Arts discipline, the underutilization of Black faculty members in the Professoriate job group remained the same (at 1), due to a lack of hiring opportunities.

In the Business, Management, Marketing and Support discipline, underutilization of Asian faculty members in the Lecturer job group remained the same (at 1), due to a lack of hiring opportunities. The Communication, Journalism, AND Visual/Performance Arts discipline continued to have underutilization of female faculty members and Asian faculty members in the Lecturer job group (at 2 and 1 respectively), due to a lack of hiring opportunities. In the Education-Developmental discipline, the underutilization of Asian faculty members in the Lecturer job group remained the

same (at 1), due to a lack of hiring opportunities. In the English Language and Literature/Letters discipline, the underutilization of Hispanic faculty members in the Lecturer job group remained the same (at 1), due to a lack of hiring opportunities. The Mathematics and Statistics discipline continued to have underutilization of Hispanic faculty members and female faculty members in the Lecturer job group (at 1 and 3 respectively), due to a lack of hiring opportunities.

Job Groups With New Underutilization: Underutilization of Hispanic faculty developed in the Health Professions and Related Programs discipline (underutilization of 1), specifically in the Professoriate job group. The hiring of two employees during the course of the plan year contributed to the development of the underutilization.

The College will make good faith efforts to improve these new and continuing areas of underutilization in the following plan year.

Executive/Administrative/Managerial

In the Administration 1 (Executive) and Administration 2 (Managerial) job groups, underutilization of female and minority employees remained at zero.

The Managerial (Facilities) job group continued to have underutilization of Asian employees (at 1), due to a lack of hiring opportunities. The College will continue to make good faith efforts to improve this area of underutilization in the following plan year.

The Managerial (Security) job group continued to have underutilization of female employees and Black employees (at 1 and 1 respectively) due to a lack of hiring opportunities. The College will continue to make good faith efforts to improve these areas of underutilization in the following plan year.

Professional Non-Faculty

In the Accountant and Administration 3 (Professional) job groups, underutilization of female and minority employees remained at zero.

In the Information Technology (Professional) job group, underutilization of female employees remained the same (at 8), due to a lack of hiring opportunities. The College will continue to make good faith efforts to improve this area of underutilization in the following plan year.

Administrative Support Workers

As in the 2020-2021 plan year, there was no underutilization of female or minority employees in the Accountant (Assistant) and Office Assistant job groups. In the Administrative Assistant job group,

the underutilization of Hispanic employees remained the same (at 1), due to a lack of hiring opportunities. In the Mail Services Worker job group, the underutilization of females remained the same (at 2), due to a lack of hiring opportunities.

Technicians

In Administration 4 (College Lab Technician) - Other job groups, the underutilization of Asian employees remained the same (at 4), due to a lack of hiring opportunities. As in the 2020-2021 plan year, there was no underutilization of female or minority employees in the Print Media Technician and Administration 4 (College Lab Technicians) - Science/Technology/Engineering job groups.

Craft Workers

Underutilization of female and Hispanic employees remained the same in the Laborer and Helpers job group (at 2 and 2 respectively), due to the lack of hiring opportunities. In the Skilled Trades (Not Supervisory) job group, underutilization of female employees remained the same (at 1), due to a lack of hiring opportunities.

Service Workers

As in the 2020-2021 plan year, there was no underutilization of female or minority employees in the Campus Peace Officer job group.

In the Campus Public Safety Sergeant job group, underutilization was developed for Hispanic employees (at 1).

Underutilization of Hispanic employees in the Campus Security Assistant job group remained the same (at 3), due to a lack of hiring opportunities. In the Custodial (Supervisory) and Custodial (Assistant) job groups, underutilization of Asian employees remained the same (at 1 and 2 respectively), due to a lack of hiring opportunities.

OTHER ANALYSES

Personnel Activity

We review personnel actions for adverse impact. This means that we compare rates of hiring, promotion, and termination of employees by gender and ethnicity and note material differences. We review activity for all job groups and report the results here for those groups with a material number of actions and/or applicants. **Appendix F** summarizes job actions, including tenure, by Gender and Ethnicity.

To estimate net changes by job group, we compare employee title changes between two reference dates (June 1, 2020, and June 1, 2021). We use this method to accommodate timing and issues in interpreting system data. This method produces a reasonable estimate but may leave out some actions, such as an employee changing job groups more than once over the year. We note hires, moves to a higher or lower job group, moves within a job group, and separations.

Similar to procedures in financial accounting, employees who leave one job group to take a position in another are reported as separated from one group and joining another. We consider transfers between CUNY units as a separation from one campus and a hire in the other.

Federal guidelines state adverse selection may occur when any one group (protected or not) has a selection rate less than 80% of the selection rate of the most-selected group.

Tenure is a permanent status granted to professorial faculty and College Laboratory Technicians. Lecturers are eligible for similar status, Certificate of Continuous Employment (CCE). Lecturers and College Laboratory Technicians are eligible after meeting service requirements. For professorial faculty, there are extensive reviews resulting in tenure recommendations to the President. We may hire some senior faculty with tenured status.

During the Plan Year, 44 employees gained tenure. Out of the 44 employees who gained tenure, 15 employees were minorities, and 26 employees were women.

Appendix F provides details of faculty receiving tenure/CCE status effective during the past plan year, covering those awarded tenures, hired with tenure (includes faculty rehired after long-term leaves), and denied tenure.

During the plan year, one employee was hired through a search waiver.

Appendix F also provides details of exceptions approved through a Search Waiver process. These hires represent situations where extraordinary circumstances made it highly unlikely that we could fill the position competitively. We also grant waivers for positions representing a transfer of funding sources. The Chief Diversity Officer and University management approve search waiver applications.

Recruiting Activity

CUNY is committed to equitable practices to recruit a diverse and highly qualified workforce. The Chief Diversity Officer reviews applicant data and recruiting outcomes to determine if there is a need to adjust recruiting and outreach plans.

Prior to posting a job vacancy, the Chief Diversity Officer reviews Physical and Mental Qualifications

and posting language in general. They also review Recruiting Plans for intended outreach. We post open positions and Civil Services Notices of Exam on our careers page (for faculty, 30-60 days, and for staff, 14-30 days).

We invite candidates to self-identify gender, race/ethnicity, disability status, and veteran status and inform them that self-identification is voluntary.

We conduct most faculty and administrative hiring by appointing a diverse Search Committee for initial screening. The Chief Diversity Officer provides an orientation, or "charge," to Search Committee members on effective selection practices, including practices aimed at reducing the potential for bias. The Chief Diversity Officer reviews applicant pools for sufficient representation and certifies pools prior to committee review, and reviews selections again as searches near completion. Committees refer finalist candidates to the hiring manager(s) for a final selection.

Appendix G summarizes recruiting and selection by job group for searches concluded with a job offer between June 1, 2020, and May 31, 2021.

As per federal Internet Applicant guidelines, an "applicant" is someone who applies to a specific opening, has the minimum qualifications, is considered, and does not withdraw. We analyze applicant pools and selection rates for interviews, offers, and hires.

We report all searches resulting in an offer during the previous plan year. For some searches, notably faculty, there is a time gap between offer and start dates. To avoid a lag in reporting, we include searches based on the date of an accepted job offer, even if the employee has not started work before June 1. This circumstance explains the differences between the personal (personnel?) activity reports and recruitment reports.

Civil Service Hiring

We participated in **10** university-wide hiring pools for Classified Civil Service vacancies. Applicants who are pre-qualified based on an examination score indicate their interest in working at one or more units, and each establishment interviews and hires according to Civil Service regulations. We report those applicants expressing an interest in our unit at the hiring pools. CUNY's Office of Human Resources Management administers and validates Civil Service examinations and maintains records of applicants and exam results.

Hiring Pool	Date	Number of Hires
Campus Security Assistant	August 28, 2020 March 15, 2021 April 20, 2021 May 10, 2021	6 (2 Female; 4 Hispanic; 2 Black)
Campus Peace Officer	February 9, 2021 February 11, 2021	1 (1 Female; 1 Black)
Plumber	March 5, 2021 April 22, 2021	2 (1 Hispanic)
Mail Messenger Service Worker	April 30, 2021	3 (2 Hispanic; 1 Black)
Computer Systems Manager	September 11, 2020	1 (1 Asian)

PART THREE: ACTION-ORIENTED PROGRAMS

This section provides a qualitative assessment of prior-year goal attainment and details efforts aimed at achieving next year's goals and addresses:

- Prior-Year Programs
- 2021-2022 Planned Programs
- Ongoing Activities
- Internal Audit and Reporting.

PRIOR-YEAR PROGRAMS

Last year, we undertook the following to support Affirmative Action and create a climate of inclusion:

As noted earlier, events related to COVID-19 have limited certain implementation plans.

Summary of Campus Programs, 2020-2021

Program	Impact/Job Group
Designing for Success: Reaching Greater Levels	**BMCC Strategic Plan 2015-2020** BMCC, in addition to conducting an environmental scan and reviewing institutional data, engaged more than 300 faculty, staff, and students in a series of facilitated conversations for 18 months to develop the 2015-2020 Strategic Plan *Reaching Greater Levels*. The comprehensive planning process resulted in a document that provided institutional context, trends and highlights, planning methodology, and a list of strategic goals, objectives, and outcomes. As part of the process, the College reviewed and revised its mission statement and institutional (strategic) goals to ensure that the

institution would hold itself accountable to supporting and improving student success through every stage of their educational journey at BMCC.

The plan included as a strategic goal a commitment to cultivating institutional transformation, innovation and sustainability (Strategic Goal 5). As part of this goal, BMCC aimed to expand professional development for faculty and staff to support improved teaching and learning, to support professional growth including research, scholarship, and creative activity, and to improve organizational effectiveness. Key performance indicators for this strategic goal included the following:

- Increased professional development opportunities focused on high-impact teaching practices
- Increased number of faculty participation
- Enhanced the Teaching Academy
- Increased number of targeted initiatives to support plan objectives
- Increased recognition and support for research, scholarship, and creative activity
- Increased professional development opportunities for staff
- Increased number of staff participating in professional growth programs

The plan included a set of [strategic outcomes](#) which represented the overall results that the plan was designed to achieve. There was a total of twenty outcomes, many of which were associated

	with multiple goals and objectives. BMCC determined the 2015 baseline measures, where possible, for each of the outcomes as well as overall expectations regarding each outcome at the end of the plan.
	The 2015-2020 metrics saw improvement in faculty and staff satisfaction. Currently, faculty have reported higher satisfaction with interdisciplinary opportunities, support for research, and governance while staff has reported increased satisfaction in their personal and professional growth at the College.
Race, Equity and Inclusion (REI) Steering Committee	In October 2020, President Anthony Munroe created the Race, Equity and Inclusion (REI) steering committee. Race, Equity and Inclusion at BMCC is centered on understanding and addressing systemic racism to create a more equitable system for our community. The REI Steering Committee actively works to dismantle systemic racism and structural inequality across the BMCC Community including students, faculty, staff, contractors, and collaborators. As part of its mission, the REI Steering Committee is committed to reaching out to, embracing, and amplifying the voices of all members of the BMCC community to design and implement mechanisms that hold BMCC, our leadership, our community and ourselves accountable. REI's goal is to develop actionable items for BMCC to prioritize, build upon and institutionalize. Under the guidance of the BMCC President, the REI Steering Committee is dedicated to exploring ways to dismantle systemic racism and structural inequality by advancing equity, inclusion and justice for students, staff, faculty and our communities. REI's goals are to "move the needle" in a measurable, equitable and sustainable manner; to address systemic

inequality and inequities; and to work to support all members of our campus community.

The REI Steering Committee consists of five (5) subcommittees:

- Subcommittee 1: Curating Resources/Synthesize and Summarize Data
- Subcommittee 2: Strengthen Curriculum and Pedagogy
- Subcommittee 3: Design Opportunities/Provide a Safe Space for College-wide Discussion
- Subcommittee 4: Inventory and Assess BMCC Programs
- Subcommittee 5: Review Institutional Practices

Each subcommittee identifies strategies for recommendation and implementation to cultivate a more diverse, equitable, and inclusive teaching and learning college community and directly address systematic, systemic, structured inequities. Informed by and building on the critical work of the Equity and Inclusion Task Force, this Steering Committee has been charged with developing recommendations to strengthen institutional practices, processes, and policies and aiding the college in the implementation and monitoring of these recommendations.

During the plan year, the REI Steering Committee held virtual town halls, designed to give the BMCC community a space to connect and support each other in the wake of race-related events and injustices. On May 26, 2021, a BMCC

	virtual town hall organized by the REI task force drew over 100 members of the BMCC community to address the defacement with racial epithets on the windows of BMCC's Shirley Fiterman Art Center. One of two exhibitions seen through the Art Center's windows, "In the Line of Fire," by Mildred Howard, highlights Black soldiers in the first World War and the experience of Black men as targets of violence in America today.
	Conversations about Race, Equity, and Inclusion: On March 23, 2021, the REI Steering Committee partnered with the Center for Excellence in Teaching, Learning, and Scholarship (CETLS) to facilitate a discussion focused on the work that BMCC is undertaking to dismantle systemic racism and structural inequality across the college community. At this event, faculty members joined REI co-chairs and members in a conversation about proposed recommendations and strategies to advance equity, inclusion, and justice at BMCC and beyond, and mechanisms to hold BMCC, our leadership, our community, and ourselves accountable.
January Restart - Recharge, Reconnect, Restart	The January Restart event, held virtually on January 26-27, 2021, brought together faculty, staff, and students to explore trauma-informed pedagogy and anti-racist pedagogy in a way that encouraged everyone to reconnect with each other and renew their commitment to teaching and students.

Participants attended interactive presentations, panels, and workshops, which included the following topics:

- Towards Creating a More Inclusive, Culturally Competent, and Anti-Racist Curriculum - This presentation by Shirley Leyro, Social Sciences, Human Services, and Criminal Justice, focused on how faculty can work collectively towards anti-racism and encouraged faculty to have a frank and honest review of their pedagogical materials towards creating a more inclusive and culturally competent curriculum.

- Dealing with Stress and Anxiety: Thriving in the Mess - This session brought participants together to discuss life/work stressors and how those have shifted and magnified in the world's current climate. Participants were guided to share ways to not only manage but strive towards their best selves when life gets messy.

- Ethnic Studies as Anti-Racist Pedagogy in ANY Classroom - In this session, participants revisited the creation and institutionalization of Ethnic Studies both nationally and at BMCC. Through interactive exercises, reflective writing, and discussion, participants examined how the central components of community control, redistribution of power and resources, and the importance of public institutions in

	ensuring racial justice can inform our pedagogical practices, regardless of discipline.
	● From Attacks on our Democracy to Engaged Global Citizens: the Promise of Higher Education - This session included a discussion on the history of voter suppression, white supremacy, and white power. Presenters shared methods to incorporate the promotion of active citizenship into faculty engagement with students and invited participants to share their expertise and questions pertaining to the promotion of active citizenship.
Center for Excellence in Teaching, Learning, and Scholarship (CETLS - BMCC)	CETLS-BMCC is a faculty-driven center that serves the BMCC community by providing a forum for faculty to develop as teachers and scholars and to serve as pedagogical leaders. CETLS fosters cross-disciplinary dialogue about pedagogy and scholarship and provides opportunities for faculty professional development. Culturally sustaining pedagogy and other asset-based pedagogies are woven throughout all CETLS programming focused on teaching and learning. CETLS provided the following workshops and seminars throughout the academic year.
	● Resilient Teaching: This workshop, which prepares faculty to teach remotely, provided a foundation for developing courses that consider the needs of students, evidence-based practices, and asset-based pedagogies (including trauma-

informed pedagogy, culturally sustaining pedagogy, and universal design for learning). The workshops were facilitated by a team of BMCC faculty with experience in remote teaching and learning, as well as staff from CETLS and E-Learning.

- Identity and Purpose - Student Lived Experience in the Classroom: This seminar, offered in January 2021 and June 2021, is part of the BMCC/Hunter College Asian American Native American Pacific Islander Serving Institution (AANAPISI) Bridge Initiative. In this seminar series, Hunter College and BMCC explored how to integrate students' racial and cultural experiences and educational motivations into their teaching practice. Through guided discussions, guest speakers, and breakout rooms, seminar participants discussed and reflected on their students' learning experiences. Participants applied what they have learned by developing a teaching innovation that they will implement in their classrooms.

- Introduction to Anti-Racist Pedagogy, March 8, 2021, and April 5, 2021: This two-part workshop, which included 40 faculty participants, provided a framework on how to become an anti-racist educator and provided space for participants to consider how to infuse anti-racist pedagogy into their curriculum and classroom

practices. Participants considered what it means to be an anti-racist educator and engaged in small group discussions, self-reflection, and journaling. They also highlighted and built on the ways that they already implement anti-racist practices in their pedagogy and developed an action plan on the next steps on becoming an anti-racist educator.

- Conversations about Race, Equity, and Inclusion (REI), March 23, 2021: Facilitated by the REI Steering Committee, this discussion focused on the work that BMCC is undertaking to dismantle systemic racism and structural inequality across the college community. At this event, faculty members joined REI co-chairs and members in a conversation about proposed recommendations and strategies to advance equity, inclusion, and justice at BMCC and beyond, and mechanisms to hold BMCC, our leadership, our community, and ourselves accountable.

- ADA Accessibility and Learner Support in the Online Classroom, March 18, 2021: At this event, staff from BMCC's Office of Accessibility presented an informational session about accessibility and accommodation under the ADA. They answered faculty members' questions about how the Office of Accessibility operates and the faculty's role and interaction as an education partner. Topics also

	included how ADA policies work in the online environment, how different disabilities can impact learning, and how faculty can better support student accommodation needs and improve student outcomes.
	● Community Share and Care: Courageous Classroom Conversations about Race and Racism, December 2, 2020: This discussion, facilitated by Professor Mishka Anderson, Teacher Education Department, focused on how faculty can bring conversations about race and racism into the classroom in any discipline. In this session, faculty engaged in conversations with colleagues and considered how to incorporate discussion of race and racism in our own classrooms. The session also provided common ground for a series addressing anti-racist pedagogy in spring 2021.
	● Community Share and Care: Black Lives Matter in the Classroom, September 22, 2020: This discussion, facilitated by Professor Syreeta McFadden, English Department, and Angela Polite, Speech, Communications, and Theatre Arts Department, focused on how to create space to engage with the Black Lives Matter movement in classrooms in all disciplines and how culturally sustaining and/or trauma-informed pedagogy inform teaching choices.

	● Social Justice and Activism: Equity in Education, November 5, 2020: The BMCC Library, in collaboration with the [Criminal Justice Program](#) and CETLS Campus Culture, presented a series on Social Justice designed to inform participants about the issues and what they can do to get involved. The series was divided into three sessions. This session titled, "Stand Up and Speak Out," focused on equity issues impacting all levels of education from elementary school up to the college and university level.
EEO Training – Office of Compliance and Diversity	During the plan year, members of the Office of Compliance and Diversity attended various EEO trainings, including the following: ● Equal Employment Opportunity Commission (EEOC) | Successful Dialogues in Diverse Cultural Environments, March 24, 2021 ● National Association of College and University Attorneys (NACUA) Briefing | Washington Update: New Administration, New Congress, January 29, 2021 ● NACUA Briefing | Continuing Student-Related COVID Concerns on Campus: Where are we now? December 10, 2020 ● New York NACUA Affinity Group, November 18, 2020 ● Saul Ewing Arnstein & Lehr|Navigating Disability & Leave Issues During a Pandemic, October 21, 2020 ● SUNY Student Conduct Institute

	Title IX Investigator Training, January 19 & 21, 2021
	● SUNY Student Conduct Institute | Basic Compliance Training, January 26 & 28, 2021 and February 2 & 4, 2021
	● SUNY Student Conduct Institute | Title IX Expectations for the Next Five Years, July 27, 2021
	● SUNY Student Conduct Institute | The Neurobiology of Sexual Assault, April and July 2021
	● SUNY Student Conduct Institute | Part 1- Clery Primer: Clery Act in a Changing Environment, July 19 & 21, 2021
	● SUNY Student Conduct Institute | Part 2- ASR Training Webinar with the Clery Center, July 26, 2021
	● SUNY Student Conduct Institute | Part 3- Virtual ASR Workshop, August 2, 2021
	● SUNY Student Conduct Institute | Inclusive Leadership Strategies - What Leaders Need to Know, August 12, 2021
	● Practicing Law Institute I Employment Discrimination Law & Litigation 2021, June 14, 2021
	● Webinar - Diversity Hiring: Innovative Ways for Companies to Meet Their Goals, November 19, 2020
	● ADA at 30: Compliance to Inclusion in the Time of COVID-19, November 16, 2020
	● SUNY Student Conduct Institute | Digital SPECTRUM 2020 Conference, August 24-28, 2020
	● SUNY and Department of Navy | Virtual Discussion on Sexual Assault

	and Sexual Harassment, July 14-15, 2021
	• Haynes Boone | COVID-19 Webinar: Vaccines In the Workplace - What Employers Need to Know, January 12, 2021
	• Haynes Boone | Implicit Bias in Employment, December 9, 2020
	• The Chronicles on Race, Class, and Campus Climate, December 10, 2020
	• Seyfarth | 2020 US Election - The Biden Administration: Early Actions on Labor & Employment and How They Can Affect Employers, February 9, 2021
	• Seyfarth | 2020 US Election - The Biden Administration: Actions on Labor & Employment in the First 100 Days, May 4, 2021
	• Holland & Knight | U.S Department of Education's Updated Q&A Regarding Title IX Regulations on Sexual Harassment, August 2, 2021
	• Webinar - The Importance of the Interview in Title IX Investigations (Part 1), June 9, 2021
	• National Center for the Study of Collective Bargaining in Higher Education and the Professions, May 17-21, 2021
	• Jackson Lewis | Annual Disability & Leave Management Symposium: Leave it to Us (Part 1), October 27, 2020
	• Jackson Lewis | Annual Disability & Leave Management Symposium: Leave it to Us (Part 2), October 29, 2020
	• University of Vermont | New Title IX. You've got Questions, We've Got

	Answers: Ask an Expert Panel, June 30, 2020
Employee Sexual Misconduct Prevention and Response Course (E-SPARC)	Fostering employee growth and development is a critical component of the College's mission. All College employees were required to complete an annual online training program to learn about CUNY'S Sexual Misconduct Policy, the complaint process, and available resources. The Employee Sexual and Interpersonal Violence Prevention and Response Course (E-SPARC) is completed online.
National Association of Diversity Officers in Higher Education (NADOHE)	BMCC's Office of Compliance and Diversity continued its membership in the National Association of Diversity Officers in Higher Education (NADOHE). NADOHE serves as the preeminent voice for diversity officers in higher education by supporting collective efforts to lead higher education institutions toward the attainment of the following goals: ● Produce and disseminate empirical evidence through research to inform diversity initiatives Identify and circulate exemplary practices ● Provide professional development for current and aspiring diversity officers ● Inform and influence national and local policies ● Create and foster networking opportunities During the plan year, BMCC's Chief Diversity Officer and Deputy Director of Diversity and Title IX Compliance attended

	the following NADOHE meetings and training webinars: • How D&I Work Can Unintentionally Dilute the Focus on Systemic and Structural Racism, June 25, 2020. • New Title IX Regulations: Summary of Key Decision Points and Areas of Discretion, July 9, 2020. • Title IX Hearings Under the New Regulations: Essentials, Pitfalls, and Best Practices, August 13, 2020. • Northeast Tristate Chapter - NY, NJ & CT, September 25, 2020.
New Faculty Orientation: EEO and Sexual Harassment Training for New Faculty	On August 20, 2021, as part of the annual New Faculty Orientation, the Office of Compliance and Diversity conducted a virtual EEO and Sexual Harassment training session for newly hired faculty members. At the training, new faculty members learned about CUNY's nondiscrimination, sexual harassment, and accommodation policies. During the orientation, new faculty members also received information about tenure and promotion procedures.
Implicit Bias Training for Departmental Personnel and Budget Committees: Recruiting and Retaining a Diverse Faculty	On January 12, 2021, and June 2, 2021, the Chief Diversity Officer, in partnership with the Associate Dean of Faculty and the Director of Faculty Appointments, presented a training titled, "Recruiting and Retaining a Diverse Faculty," to departmental personnel and budget committees. Forty-Six (46) personnel and budget committee members attended, representing six academic departments. The training highlighted how implicit bias

	can negatively impact the hiring process and equal opportunity in recruitment. Attendees were provided strategies to minimize implicit bias in the hiring process in order to strengthen the recruitment of diverse faculty.
EEO and Sexual Harassment Training for BMCC Community	The Office of Compliance and Diversity provided EEO, Sexual Harassment, and related best practices training to the following groups during the last plan year: new faculty, new students, peer mentors, and staff and faculty from various departments.
ADA Accommodations & Best Practices Training	The College's Chief Diversity Officer continued to work closely with staff and Department Chairs to discuss strategies for promoting diversity and inclusion and implementing best practices, specifically tailored to meet the needs of their individual departments. In the Spring of 2021, the Chief Diversity Officer presented training on disability accommodations best practices.
Women's Resource Center	BMCC's Women's Resource Center (WRC) supports and serves all BMCC students, staff, and faculty with a focus on women-identified students. Using intersectional feminism and social justice, WRC provides programs, resources, and advocacy for and about women's experiences, gender equity, and gender-based violence to empower all students in their academic, personal, and professional growth. Additionally, WRC encourages students to explore their identities, question societal

norms, and dismantle oppressive structures to create a more just and inclusive campus community and society.

Throughout the plan year, WRC provided a robust program of events and learning opportunities for employees and students.

WRC hosted information sessions and workshops for Breast Cancer Awareness month, including a self-breast exam workshop with the Maurer Foundation and a breast cancer awareness exhibition gallery, entitled "Self-Love & Desire: Body Image & Sexuality After Breast Cancer and Positive Body Image of Breast Cancer Survivors."

In November 2020, WRC hosted workshops and events promoting awareness of gender-based violence, including "Walk with Me Virtual Gathering," a virtual gathering to raise awareness about domestic violence and show solidarity with survivors and victims of domestic violence, and Trans Day of Remembrance Vigil, an opportunity to come together and remember transgender people, gender-variant individuals, and those perceived to be transgender who has been murdered because of hate. Additionally, WRC hosted a safety planning workshop, in which attendees learned about planning safe and effective strategies to leave abusive relationships.

WRC also held events to promote professional growth and women's health, such as "Women in Corporate Leadership - A conversation with Elizabeth Butson, BMCC Board Member and former Vice-President of Philip Morris International,"

	and a workshop on forms of contraception with Dr. Jolaiya Faturoti. The Women's Resource Center also continued its work with the BMCC Safe Zone, a program geared towards providing support to members of the BMCC lesbian, gay, bisexual, transgender, and queer (LGBTQ) community and helping to create a more inclusive environment. The Safe Zone program is composed of faculty and staff volunteers who are committed to being allies and a source of support and information to individuals regardless of their sexual orientation or gender identity. It is a mode of outreach to LGBTQ students to make them feel welcome in all areas of the college. BMCC provides training for faculty and staff as part of the LGBTQ Safe Zone project once a semester.
LGBTQIA+	At BMCC, we seek to foster a supportive environment for all students, faculty, and staff who identify as members of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQIA+) community. We offer events, programs, and services focused on supporting and celebrating the LGBTQIA+ community, as well as educating the BMCC community on inclusion, allyship, and intersectionality. On April 23, 2021, the College presented SafeZone Training to the College community. SafeZone Training explores how to be better allies and create a safe and inclusive space for the Queer Community at BMCC and beyond. The training explores LGBTQIA+ identities, gender, sexuality, and intersectionality while also examining prejudice, societal

expectations, and privilege. The training also covers how to become a better ally and create a safe and inclusive space for the Queer Community at BMCC and beyond. Participants who complete the two-hour training receive a SafeZone certificate along with a SafeZone email signature logo to verify that they are SafeZone Trained. The training is open to BMCC students, faculty, and staff and is offered annually.

Pride Month: Although Pride Month is celebrated nationally in June, BMCC celebrates Pride Month in October since many campus members are away for summer break in June. The Pride Month Committee plans a robust and diverse month-long celebration of [Pride Month events](#) which are posted on our web calendar. Listed below are the various events BMCC held throughout the month of October 2020 to celebrate Pride Month 2020.

Kick-Off Celebration, October 1: The Opening Ceremony of Pride Month included a dialogue led by Christina Cross (She/Her/Hers), an Academic Advisor in the ASAP Program and CEO/Founder of People of Color Productions.

Don't Bring the U-Haul: Laying the Foundation for healthy LGBTQ+ Relationships, October 6: This interactive and discussion-based session explored the foundations of healthy relationships. The session focused on relationships specifically in the LGBTQ+ community, with consideration for the unique concerns facing relationships amongst community members.

| | Let's Discuss Decolonizing Religion, October 7: Participants engaged in a discussion on the impact of religious history and the divide in the black community around queer + trans identities with guest speaker Dr. Renair Amin.

If it's Not Clear, Am I Queer? A Discussion About Labels, October 13: Participants at this event engaged in a discussion about labels: Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Allies, Pansexual, and more. This open forum explored the role that labels play in each of our lives in positive, negative, and neutral ways.

Getting Comfortable with Pronouns (For Faculty and Staff), October 19: This interactive workshop on pronouns, language and identity provided participants an opportunity to explore the power of claiming an identity and the importance of creating safe supportive spaces. The workshop also included a discussion on how best practices in classrooms will help to raise awareness of this issue amongst the faculty.

Safe is Sexy, October 20: At this interactive workshop on safer sex, participants learned about sexually transmitted infection (STI) prevention and had an opportunity to ask questions about safer sex.

Healthcare Self-Advocacy for as Trans People, October 21: Recognizing that many transgender and gender nonconforming (TGNC) people have difficulty accessing proficient healthcare and communicating their needs, this workshop, written by |

	trans people for trans people, discussed methods for self-advocacy in healthcare settings. The goal of the workshop was to help TGNC people learn to find affirming providers, effectively communicate their healthcare needs, and build mutually beneficial relationships with those providers that cultivate high-quality care. LGBTQI+: Whole, Healthy, and Proud, October 26: The Counseling Center staff led an LGBTQI+ affirmative conversation on mental wellness and resiliency. Topics included self-care, careers, and relationships. Conversation with ACES Founder, October 28: This event included a conversation with the founder of ACES NYC, a group of asexual people and allies who get together in person in and around New York City. Pride Masquerade Ball, October 30: At this virtual dance party, co-sponsored by the Student Government Association and the 2020 BMCC Pride Month Committee, attendees celebrated the end of LGBTQ+ Pride Month and Halloween by showing off their costumes and dancing the night away. BMCC Pride Padlet: To celebrate national Pride Month in June 2021, BMCC welcomed voices in celebration of the LGBTQIA+ Community. Students, faculty, and staff were invited to post on BMCC's Pride Padlet – a virtual stage for all voices at BMCC.
Anti-Racist Resources	Anti-Racist Resources: Created and maintained by BMCC's Counseling Center,

	the Anti-Racist Resources webpage offers the BMCC community extensive educational materials on anti-racism.

Racial Trauma Resources: Created and maintained by BMCC's Counseling Center, the Racial Trauma Resources web page provides information on resources for racial trauma, including resources specifically for Black-identified and Asian-identified individuals and communities.

Racial Trauma Training for Counseling Center Staff: In order to ensure BMCC's Counseling Center staff have the tools to support our diverse student body, they participated in a 2-hour webinar and consultation with Dr. Maryam Jernigan that covered intervention strategies for counselors to become more skilled when working with students with racial trauma histories. |
| **Department of Ethnic and Race Studies** | With approval from the CUNY Board of Trustees, effective January 29, 2021, BMCC's Department of Ethnic and Race Studies was established. The Department of Ethnic and Race Studies houses the Ethnic Studies program formerly administered by the Center for Ethnic Studies. The current climate underscores the strong need to educate our students and college community about, raise their awareness of, and imbue in them a respect for cultural diversity and its riches across the disciplines. The new department's mission is to create knowledge that reflects the histories, present experiences, and future visions of communities that have been marginalized because of race/ethnicity, gender, sexuality, and other |

forms of oppression. Rooted in the continuing legacies of social and political movements of the 1960s, ethnic studies employ critical and interdisciplinary approaches, challenges dominant power structures, and critically interrogate claims to objective and universal knowledge. Central to its mission is the production and dissemination of knowledge for the development of individual and social transformation. In addition, ethnic studies courses are an integral part of the BMCC Pathways to Degree Completion general education flexible core.

The strong interest in this area is evidenced by the steady growth in course offerings at BMCC in ethnic studies; they have tripled in the past decade and now serve approximately 5,500 students over the course of the academic year. Moreover, the creation of the academic department aligns with the college's Strategic Plan to improve student success, retention, and graduation through participation in an academic community and cohort experience. Furthermore, it provides the students with a rich cultural foundation that will prepare them for employment in a variety of fields, such as healthcare, business, and law. Additionally, it builds on and strengthens the relationship and bridge created through partnerships and articulation agreements secured with programs at senior institutions such as the one our ethnic studies program has with the BA in Latino Studies and the Latin American and Caribbean Studies program at Lehman College. Future partnerships may include the Interdisciplinary Studies program in

	the Interdisciplinary Studies Department at John Jay College, the Asian, Black, and Jewish Studies programs at City College to name a few.
Mental Health and Wellness	The College provided faculty and staff resources to promote mental health and wellness in the midst of a uniquely challenging year.
	• Resilience, Health, and Wellness: A Comprehensive Website to Support the BMCC Community - BMCC offers its community a variety of resources and services to address physical well-being, mental health, food insecurity, nutrition, financial support, and other needs. With a focus on health and wellness, the College continues to build a diverse and connected community that supports its members every day. BMCC's Resilience, Health, and Wellness website offer faculty, students, and staff resources for promoting wellness and finding support in a time of crisis.
	• Return-to-Work Wellness Seminar - On June 28, 2021, the BMCC Office of Human Resources hosted a live-streamed Return to Work (RTW) wellness seminar. The seminar addressed how to manage anticipatory anxiety about returning to work, and how to manage anxiety about specific activities and tasks such as taking public transportation or interacting with colleagues and students. The event also explored the potential benefits of returning to work on campus as well as tips and

	strategies for working parents.
BMCC Participation in CUNY Faculty Diversity & Inclusion Conference	BMCC Professors Participate on Panels at CUNY Faculty Diversity & Inclusion Conference, April 15 - 16, 2021: Department of Ethnic and Race Studies Professors Patricia Matthews, Linta Varghese, Lissette Acosta and Judy Anderson participated on panel discussions at the CUNY Faculty Diversity and Inclusion Conference. The conference offered faculty and academic administrators the opportunities to focus on research-based evidence, present new ideas, and develop constructive actions for change in the belief that diversity is a driver of CUNY's collective success.

2021-2022 PLANNED PROGRAMS

In this section, we affirm placement goals and key initiatives.

Planned Campus Programs, 2021-2022

Program	Expected Impact/Job Group
Designing for Success: Taking What Works to Scale	**BMCC Strategic Plan 2020-2025** With an understanding that BMCC seeks to improve student learning and educational outcomes not incrementally, but *dramatically*, four goals were developed to drive the [Designing for Success Strategic Planning process](). As a result of the comprehensive two-year process, these goals were transitioned into overarching strategic priorities for the 2020-2025 strategic plan. A fifth priority was added both in recognition of the increasingly important role of the community college in leading societal change and as a result of the COVID 19 health crisis, corresponding economic downturn, and justice protests across the city, state, country, and world. The resulting strategic priorities for Designing for Success are: - Improve retention to double degree completion rates, and increase successful transfer and baccalaureate attainment; - Improve learning through culturally responsive and sustaining pedagogy and support; - Expand career development leading to meaningful work with family-sustaining wages; - Achieve equity in student outcomes

	in a college community in which all members can thrive; and ● Strengthen BMCC's role in creating an equitably thriving NYC. In addition to implementing strategies designed to improve student learning and educational outcomes, the BMCC Strategic Plan 2020-2025 includes as a strategic goal (Strategic Goal 5) a commitment to strengthening a culture of care for faculty and staff. Planned strategic actions include: ● Scale in-person and virtual programming and interventions to bolster a sense of belonging within the College community ● Implement professional development activities and hiring practices for faculty and staff that prioritize strengthening the College's culture of care in and outside the classroom ● Partner with community-based organizations, business and industry, and governmental agencies to advocate for addressing and alleviating student, faculty, and staff basic needs Additionally, the strategic plan aims to strengthen BMCC's role in a thriving New York City as a leading community college nationally (Strategic Goal 6). Planned strategic actions include: ● Raise the profile of the college throughout New York City and beyond by celebrating alumni, faculty and staff research, and nationally recognized student success initiatives and programming

	● Utilize, support, and publicize faculty and staff research on student success to improve learning, retention, graduation, transfer, and other educational outcomes ● Demonstrate leadership and a commitment to increase equity, foster inclusion, and dismantle systematic racism
Race, Equity and Inclusion (REI) Steering Committee	In the 2021-2022 plan year, the Race, Equity and Inclusion (REI) Steering Committee, described above, will continue pursuing its mission to dismantle systemic racism and structural inequality across the BMCC community in the following plan year. As part of its mission, the REI Steering Committee will continue its commitment to embracing and amplifying the voices of all members of the BMCC community to design and implement mechanisms that hold BMCC, our leadership, our community, and ourselves accountable. The REI Subcommittees will continue their work identifying strategies for recommendation and implementation to cultivate a more diverse, equitable, and inclusive teaching and learning college community and directly address systematic, systemic, structured inequities. Additionally, the REI Steering Committee will continue developing recommendations to strengthen institutional practices, processes, and policies and aiding the college in the implementation and monitoring of these recommendations.
President's Fund for Excellence and Innovation	The President's Fund for Excellence and

Innovation (the "Fund") has been established through the generous contribution of philanthropist MacKenzie Scott, in recognition and support of the exceptional mission and success of BMCC. It is anticipated that as stewards of the Fund for future generations, the Fund will grow through other contributions and prudent investment. A large corpus of the Fund will be invested, with some amount of investment returns (and where appropriate some of the corpus) to be expended annually — when appropriate uses and projects are identified, including (but not limited to) those identified through this process.

The Fund will be utilized to boost BMCC's efforts to improve student learning and success, enhance research and knowledge creation, and advance socioeconomic mobility through the transformative power of education. The Fund will support and allow for strategic investment in innovative projects, initiatives, and programming that advance the College's mission, moves BMCC towards realization of the vision, and honors Ms. Scott's desire to focus on basic needs, equity and inclusion, economic mobility, and support for the demographic population served by BMCC/ minoritized communities.

BMCC invited proposals for usage of these funds. Proposals were considered if they adhered to the guiding principles of the Fund, support the mission and vision of BMCC, and meet one or more of the following thematic areas of need:

	Address student basic needs such as food and housing insecurity, homelessness, transportation, and/or college expenses; Improve student learning, support for student learning, and student engagement; Improve and reduce equity gaps in regard to student retention, transfer, and graduation rates; Incorporate career development and career exploration into academic, educational, and student success programming; Enhance existing or establish new academic, student support, or workforce programming designed to provide students with pathways to higher wage careers; and Contribute to institutional efforts aimed at improving and reducing equity gaps in New York City's social, economic, and health outcomes. In addition, the impact of the proposal had to be measurable, and only proposals that committed to having a direct impact on student retention and success were considered.

Anti-Racist Pedagogy Summer Workshops and Faculty/Student Fellowships	The Anti-Racist Pedagogy Summer Workshops and Faculty/Student Fellowships were one of seven team projects that were awarded funding via the above Fund. The Anti-Racist Pedagogy Working Group in collaboration with CETLS seeks to implement projects beginning Summer 2021 with ongoing faculty and student development throughout the 2021-2022 academic year. This project builds on the highly successful Anti-Racist Pedagogy workshop series offered through CETLS in Spring 2021 and attended by over 60 faculty members. Participants expressed a strong need for a more extensive exploration of the topic of anti-racist pedagogy. The team plans to expand this work throughout Summer 2021 into Spring 2022. The overall objective of this proposed project is to increase awareness and implementation of anti-racist pedagogical practices at BMCC which aligns with the strategic goal to "increase equity, foster inclusion, and dismantle systematic racism." The team emphasizes the need to do extensive exploration of the topics of race, racism, racial identity, anti-racism, and anti-racist pedagogy throughout a summer workshop and to offer programming through CETLS and coaching for faculty throughout the Fall and Spring semesters.
Social Justice & Equity Centers	Social Justice & Equity Centers was one of seven team projects awarded funding from the President's Fund for Excellence and Innovation, described above. The Women's Resource Center (WRC) seeks to continue the journey towards

	social change, expand and elevate diversity, equity and inclusion through social justice initiatives at BMCC. Funding will establish The Social Justice & Equity Centers (SJEC), an umbrella department housing the already established WRC, a new Multicultural Center (MCC), Pride Center (PC), and Social Justice Programs (SJP). The SJEC will use inter-community (for) and intra-community (about) programming models resulting in the overall communal advancement of BMCC. The Centers will provide space for and about Black, indigenous, and students of color (BIPOC), women, queer, undocumented, and marginalized students, while also educating the BMCC community with agent identities on allyship, diversity, power, and privilege. Proposed activities include affinity/dialogue series, cultural celebrations, undocu-ally training, speaker series, and an institutionalized SafeZone Training.
Black Studies Across the Americas	The Department of Ethnic and Race Studies is partnering with the Office of Internships and Experiential Learning for a collaborative international research program, "Black Studies Across the Americas." In this hybrid program, which is an award recipient of the [President's Fund for Excellence and Innovation](#), described above, cohorts of Department of Ethnic and Race Studies faculty, faculty from fields not traditionally associated with Ethnic and Race Studies (Business, Mathematics, Science, and CIS), BMCC students, and students from international institutions in Latin America will work together to complete research

	projects in Black Studies and create educational outcomes that will benefit their respective communities (websites, course assignments, projects, resources, or presentation materials). Potential collaborating institutions are located in sites where we have established relationships through study abroad and which serve Afro-descendant populations: Argentina, Brazil, the Dominican Republic, and Peru. Faculty will be recruited across departments to mentor students throughout their research and BMCC students will receive stipends for their participation and students abroad will also receive support through their respective institutions, which will be provided with funds. This project was awarded $125,000 and has a projected timeline of one year.

ONGOING ACTIVITIES

The College's programs benefit from additional University-wide recruitment, diversity, and compliance programs. The University:

- Sends job postings to State Workforce Agencies and Veterans' career centers
- Maintains consolidated advertising programs, including job boards serving Veterans, Individuals with Disabilities, women, and protected minority groups
- Maintains social media accounts for recruitment and employment branding
- Advertises and administers Civil Service examinations
- Publishes guides and training materials on effective recruiting and selection
- Publishes an annual notice of non-discrimination in the New York Times newspaper
- Provides training and ongoing updates to Chief Diversity Officers.

In 2020-2021, the University continues to implement a University-wide online training program for faculty and staff on sexual harassment prevention. CUNY utilizes the online E-SPARC training program which is described earlier in this plan.

Recruitment policies support developing diverse applicant pools through:

- Required posting of open positions and of Civil Service Notices of Exam; typical faculty vacancies are posted for 30-60 days and administrative vacancies are posted for 14-30 days

- Collection of all applications into a single automated system where pre-established screening practices relevant to the specific function may be applied

- A job application process where candidates are automatically invited to self-identify race/ethnicity, gender, veteran status, and disability status; data is kept confidential and used to analyze the composition of applicant pools

- For many positions, a committee recruiting process by which a diverse team evaluates candidates according to consistent criteria and job-related interview questions

- An annual survey of newly appointed employees to identify potential areas of concern in how the College communicates with its candidates.

BMCC continues to broaden the College's diversity recruitment and outreach efforts to hire and retain faculty and staff members. The Chief Diversity Officer and Digital Recruiter coordinate resources to ensure that diversity outreach efforts to recruit faculty members are effective and strategic. This collaboration allows the Digital Recruiter to engage in targeted outreach and address underutilization in an impactful manner. The Digital Recruiter utilizes online tools, including social

media recruitment opportunities on LinkedIn and Twitter, to establish BMCC as an employer of choice and to distribute BMCC faculty and staff opportunities to a broad range of diverse recruitment sources. For example, when utilizing LinkedIn and Twitter for faculty applicant sourcing, the job opportunities are sent to diversity groups, including, but not limited to, Hispanic Professionals, National Black MBA Association, National Association of Asian American Professionals, Woman 2 Woman Business, Professionals with Disabilities, National Italian American Foundation, Recruit Military, Black Career Women's Network, and Minority Nurses. This ensures that faculty and staff openings are widely distributed to a diverse applicant pool.

Furthermore, the College also posts faculty and staff positions on the following diversity recruitment websites: Hispanic Outlook, Chronicle of Higher Education, Diverse Issues, Women For Hire, AcademicCareers.com, HigherEdJobs, and Howard University. BMCC also posted employment opportunities on the following job sites: Workforce Recruitment Program, Association of University Centers on Disabilities, NYC: ATWORK, and Vetjobs.

In addition to the foregoing, the Chief Diversity Officer makes the Affirmative Action Plan available for public inspection and posts and distributes notices of non-discrimination policies, changes in regulations, and compliance information. Additionally, the Chief Diversity Officer integrates compliance information into training programs for faculty, students, and staff.

The Office of Compliance and Diversity reviews job postings to ensure that they are consistent with CUNY's policies on equal opportunity. Before positions are posted, the Office of Compliance and Diversity works with the hiring managers to develop a strategic diversity recruitment plan.

Additionally, the Office of Compliance and Diversity reviews applicant pools to ensure that each pool includes a diverse range of applicants from various races/ethnicities and genders. The Office of Compliance and Diversity also meets with all search committees for a charge to review CUNY's equal opportunity and non-discrimination policies as well as affirmative action obligations, as well as best practices for minimizing implicit bias and promoting equal opportunity in the hiring process.

In August 2019, the Digital Recruiter transferred from the Office of Human Resources to the Office of Compliance and Diversity. This restructuring has enhanced the Digital Recruiter's ability to work closely with the Chief Diversity Officer to create and improve strategies to promote diversity in recruitment. For example, the Chief Diversity Officer developed a process that focuses on providing faculty and staff with outreach opportunities and on best practices for strategic diversity recruitment. As part of this strategic focus, the Digital Recruiter works closely with hiring managers to engage in targeted recruitment for individual job opportunities before a position is posted, with the goal of ensuring strategic diversity recruitment outreach and improving areas of underutilization for each department.

The Office of Compliance and Diversity provided EEO and Sexual Harassment training to the

following groups during the last plan year: new faculty, new and transfer students, peer mentors, and various faculty and staff departments. During the course of the plan year, the Office of Compliance and Diversity provided in-person training to, approximately, **64** students and **386** employees.

In spring 2020, the Office of Compliance and Diversity partnered with the Office of Human Resources to present training on disability accommodations to faculty and staff. The training focused on the process for requesting reasonable accommodations in light of COVID-19. The Office of Compliance and Diversity also provided guidance to campus departments on how to process accommodation requests during COVID-19 and during remote work. The Office of Compliance and Diversity also provided guidance on reopening plans for members of vulnerable populations.

During the last plan year, the College's Chief Diversity Officer continued to work closely with Department Chairs and managers to discuss strategies for promoting diversity and inclusion and implementing best practices, specifically tailored to meet the needs of their individual departments. In spring 2021, the Chief Diversity Officer presented ADA Accommodations & Best Practices training. On January 12, 2021, and June 2, 2021, the Chief Diversity Officer, in partnership with the Associate Dean of Faculty and the Director of Faculty Appointments, presented a training titled, "Recruiting and Retaining a Diverse Faculty," to departmental personnel and budget committees. **Forty-Six (46)** personnel and budget committee members attended, representing six academic departments that planned to engage in hiring. The training highlighted how implicit bias can negatively impact the hiring process and equal opportunity in recruitment. Attendees were provided strategies to minimize implicit bias in the hiring process in order to strengthen the recruitment of diverse faculty.

During the course of the last plan year, BMCC sponsored multiple events to celebrate the diversity on our campus. This included sponsoring heritage months, which included activities ranging from exhibits and discussions to films and speakers:

- Hispanic Heritage Month 2020 - Cuentos Latinos/Latinx Stories: On November 24, 2020, authors Ivelisse Rodriguez, Carlos Hernandez, and Nita Noveno read from their creative work and gave attendees the chance to share the cuentos and chismes they grew up hearing.

- Italian Heritage Month 2020: On October 27, 2020, BMCC celebrated Italian Heritage Month virtually, with music and dance performances, a cooking demonstration, and a reading of new Italian literature.

- Afrikan Heritage Month 2021 - Awakening: To celebrate Afrikan Heritage Month, BMCC held a series of events throughout the month of February.
    - The Lost History of the So-Called American Negro, February 5: This discussion, led by Ira Zebulon Israel, explored how focusing on the lost history and untold stories of African Americans, Hispanics, and Indigenous Natives will promote a healthy, positive, and nurturing foundation to a student's life while they seek to define their future and change

the world during their academic career.

○ Channeling Our Voices for Justice – The Ways We Experience Racial Injustice in the U.S., February 8: This discussion, led by Dr. Shenique Davis, gave attendees the opportunity to engage in a conversation about the hard truths of racial injustice in the U.S., including the events of 2020. The event provided a space for attendees to discuss racism and privilege and the ways we can work to achieve equity and justice.

○ Civil Rights Insurrection and White Supremacy, February 9: Participants engaged in a discussion moderated by Professor James Blake, Josiah Ramesar, and Brandee Simmons.

○ Racial Equity – Black Lives Matter, Period! February 10: This event included an engaging and interactive discussion on racial equity and social justice featuring professional actors from the NYC Creative Arts Team. Participants viewed original creative works on racial equity and had the opportunity to discuss their thoughts on recent events and connect with their fellow students.

○ Black Veterans Unsilenced, February 11: This event included a presentation in recognition and honor of the many African-American soldiers who served with honor and without national recognition. The program included two video presentations, entitled "Honoring the Life and Legacy of Military and Veterans," and a panel discussion.

○ Where are the Black BMCC Professors? February 11: This discussion, led by Professor Kelly Rodgers, provided a space for students to connect with Black faculty to learn more about their own academic and professional journeys.

○ Awakening Justice, February 16: This program explored the ways injustice continues to manifest in our country – from the continued police killings of unarmed Black people nationwide, to the stark disparities and inequality from one neighborhood to another. The program included brief periods of meditation/stillness, reflection, and opportunities for sharing.

○ Black Women in Technology Panel Discussion, February 17: This event, moderated by Elaine Flowers, included a panel discussion with Black women who are making strides in the technology industry, a space that has traditionally excluded Black females. Participants heard about the experiences, rewards, and challenges that Black women face as they navigate the world's most prestigious tech companies. The panel featured several BMCC alumni who "started here" and are working to change the face of tech.

○ A Conversation with Black Fathers, Fellowship, Finance, and the Future, February 18: The panelists at this event included Black entrepreneurs, educators, athletes, and business professionals. Participants engaged in thought-provoking conversations with Black fathers and father figures as they discussed the critical role of the Black father in today's society. The talk focused on topics such as finances, building generational wealth, and creating communities of support.

○ Cultural Immersion Livestream with Baba Atiba & Befo' Quotet, February 18: This event invited participants to join a dynamic live stream cultural immersion experience with Baba Atiba Kwabena Wilson and the Befo' Quotet: Bill Dotts (Bass) and Sean Brock (drums). Baba Atiba is an Afrikan Djeli. The group utilized Afrikan cultural tools of music,

poetry, and storytelling to bring the audience "to their feet '' while simultaneously affirming that we are truly an Afrikan people. Participants had the opportunity to ask questions and share their experience of a powerful virtual connection and healing experience.

○ Broaden Your Perspectives: Integrating the Afrikan and Afrikan American Experiences, February 22: This panel focused on the relationship between Afrikan immigrants and Afrikan Americans in the U.S. The panelists examined stereotypes between the two groups and how they impact their co-existence and adaptation to each other.

○ The Evolution and Impact of the Black Superhero, February 23: In this discussion-based workshop, participants were exposed to popular and lesser-known heroes of the African diaspora. Historical and present-day perspectives, stereotypes, and tropes were analyzed. Participants examined their own [super] powers and identified how to utilize them in everyday settings.

○ Mathematical Story-telling: Fostering Creativity, Innovation, Gender Equity, Cultural Awareness and Entrepreneurship, February 23: This discussion was led by Professor Nkechi Madonna Agwu, Ph.D., Ethno-mathematician, Carnegie African Diaspora Fellow, and Global African Woman of Distinction. The focus of her presentation was on the mathematical story-telling of a subset of the Nigerian Women in Agricultural Research for Development (NiWARD) and the mathematical story-telling workshop for high school girls of CHI STEM TOYS Foundation and the Drammeh Institute in facilitating creativity, cultural awareness, and gender equity, mainstreaming and empowerment.

● Asian Heritage Month 2021 – To celebrate BMCC's 32nd Annual Asian Heritage Month, BMCC held the following events:
　○ Remembering Corky Lee, April 5 – April 30: BMCC's Asian Heritage Month committee mourned the passing and celebrated the legacy of Corky Lee, the self-proclaimed, "*undisputed unofficial Asian American Photographer Laureate*." Born and raised in Queens, he was a self-taught photographer who graduated from Queens College where he studied American History. Over the years, he gave several talks at CUNY's Asian American Asian Research Institute (AAARI). AAARI assembled archival videos into one loop for the BMCC community to enjoy and share.

　○ BMCC Dumpling Challenge, April 6 – April 26: For this virtual event, participants were invited to submit a video of how they make dumplings. Dumplings are a large part of many different Asian cuisines. Known by different names and made of different ingredients, they nevertheless feature in some of the most important cultural celebrations. BMCC created a video on different types of dumplings and how to make them. At the end of the month, participants who submitted videos on how they make dumplings were awarded prizes.

　○ Annual Haiku Contest, April 6: This year's theme word for the annual haiku contest was "heal." Haiku submissions were accepted from April 5 to April 26 and winners were announced on April 30.

　○ Traditional Chinese Medicine Workshop, April 7: Traditional Chinese medicine is a form of

prevention and healing that is thousands of years old and has proved effective in many situations. At this workshop, Dr. Wenjing Zhao presented information about some of the different modalities that are in use today, including in health care, acupuncture, moxibustion, massage, food therapy, Chinese medicine, and diet.

- The Asian Creative Work Experience, April 14: At this event, creatives interested in working in East Asia had the opportunity to speak with Marci Skolnick, a stage manager and show caller that has worked across multiple aspects of the entertainment community with diverse artists and crew members.
- Beyond the Canvas, April 14: Participants at this event met AJ Lavilla, a self-taught visual artist born in Ilo-Ilo City, Philippines, and currently based in Queens, New York. Inspired by graffiti and street art, AJ's work can be identified by vivid colors with his use of pop culture icons and characters whilst incorporating motivational quotes from life struggles and hustle of individuals from all walks of life.
- Asian Identity Justice, April 15: This event presented a dramatic reading of student writing on Asian Identity Justice, hosted by Professor Alvin Eng. The works were first developed earlier this semester in Professor Alvin Eng's "Introduction to Theatre" course as dramatic self-portraits and revised in response to the rise of anti-Asian antagonism. The students prefaced the readings of their own original works with a performance of a piece that represents what Justice means to them
- Stop Asian Hate – The Power of Education, April 20: This event challenged Asian stereotypes in an effort to build community and stop Asian hate. At this event, participants shared experiences, discovered the history of Asian stereotypes, and learned strategies to defend against daily microaggressions.
- Lost in Translation, April 21: At this event, participants explored unique Asian languages with their own textures, meanings, and feelings that are lost in translation. Ruru Rusmin (Indonesian), Robert Cortez and Jay Francisco (Tagalog), Laura Zan (Burmese), Peter Nguyen (Vietnamese), Vincent Cheng (Mandarin), Jeff Hong (Korean), Sangeeta Bishop (Hindi and Sanskrit), and Naseer Alomari (Arabic) introduced unique concepts from their native languages.
- Anti-Asian Violence – Beyond Hate Crimes and Policing, April 22: This discussion was presented by Dr. Soniya Munshi and Dr. Linta Varghese in coordination with The New School. With an increase in violence targeting people of Asian descent and in responses that call for the expansion of policing, the presenters discussed the urgency to center abolitionist approaches to racial violence that move us away from policing, surveillance, and the framework of hate crimes, and toward real community safety.

In addition, BMCC held multiple events to celebrate veterans, including:

- Veterans Resource Center (VRC) held Welcome Back events for student veterans in fall 2020, spring 2021, and fall 2021.

- VRC celebrated student veterans by celebrating the following U.S. military holidays: U.S. Coast Guard's 230th birthday celebration, U.S. Air Force's 73rd birthday celebration, U.S. Navy's 245th birthday celebration, U.S. Marine Corps' 245th birthday celebration; U.S. Army's 246th birthday celebration.

- VRC Event with Congressman Max Rose, September 11, 2020: At this virtual event, U.S Representative Max Rose, a decorated combat veteran in Afghanistan who represents Staten Island and parts of southern Brooklyn, spoke to BMCC student veterans about their vital role in the nation's next chapter and answered their questions.

BMCC also recognized student veterans by hosting events during Hispanic Heritage Month, Black History Month and Herstory Month.

CUNY Central's Office Human of Resources Management:

- Lists job vacancies with State Workforce Agencies and Veterans' centers

- Maintains consolidated advertising programs, including job boards serving Veterans, Individuals with Disabilities, women, and protected minorities

- Maintains social media accounts for recruitment and employment branding

- Advertises and administers Civil Service examinations

- Distributes training materials on effective recruiting and selection

- Provides training and updates to Chief Diversity Officers

CUNY implemented an online training program for faculty and staff on sexual harassment prevention; we regularly review training records and follow-up with individuals who have not participated.

- Recruitment policies support diverse applicant pools through:

- Required posting of open positions and of Civil Service Notices of Exam; typical faculty vacancies are posted for 30-60 days and administrative vacancies are posted for 14-30 days

- Collecting applications in a single system where pre-established screening practices may be applied

- Inviting candidates to self-identify race/ethnicity, gender, veteran status, and disability status when applying; data is kept confidential and used to analyze applicant pools

- For many positions, a diverse Search Committee evaluates candidates according to consistent, job-related criteria.

INTERNAL AUDIT AND REPORTING

The Chief Diversity Officer posts and distributes notices of policies, new/revised regulations, and similar compliance information, and makes the Affirmative Action Plan available for public inspection. The CDO integrates compliance information into faculty, student, and staff training programs.

The Chief Diversity Officer's responsibilities for audits and reviews include:

- Monitoring personnel actions, including new hires, transfers, promotions, and terminations
- Monitoring employee self-identification programs
- Reviewing recruiting outreach and advertising
- Monitoring complaints/incident reports which may indicate underlying trends
- Reviewing personnel practices and the Affirmative Action Plan with management
- Advising management of program effectiveness and providing recommendations for improvement.

The Chief Diversity Officer works with Human Resources staff to assure employment records, including records in CUNY's HR Information System, are complete, accurate, and up-to-date.

APPENDICES

A. SUMMARY ORGANIZATION CHART
B. RE-AFFIRMATION LETTER
C. JOB GROUPS AND LABOR MARKET AVAILABILITY
D. ACADEMIC DEPARTMENTS BY DISCIPLINE AND COLLEGE LAB TECHNICIAN CATEGORY
E. UTILIZATION ANALYSIS (ADMINISTRATORS AND STAFF, COLLEGE LAB TECHNICIANS, FACULTY)
F. SUMMARY OF PERSONNEL ACTIVITIES
G. SUMMARY OF RECRUITMENT ACTIVITIES

Appendix A   Organization Chart

This Appendix contains a summary organization chart.

Chart 1

Anthony E. Munroe — President

- Gloria Chao — Executive Director of Human Resources
  - Meryl R. Kaynard — Acting Special Legal Counsel & Labor Designee
- Marva Craig — VP of Student Affairs
  - Michael Hutmaker — Dean of Student Affairs
- Joseph Spadaro — VP for Information Technology
  - Manuel Romero — Exec Director of Public Affairs
  - VACANT — Chief of Staff
- VACANT — VP of Administration & Planning
  - Elena Samuels — AVP of Finance
  - Jorge Yafar — AVP of Campus Planning & Facility
- Lorna Malcolm — VP of Institutional Advancement
  - VACANT — Dean for Sponsored Research & Grants
- Sanjay Ramdath — Acting VP of Enrollment Management
  - Christopher Shults — Dean of Institutional Effectiveness
- Erwin Wong — Provost & Senior Vice President
  - David P. Barnet — Acting Dean for Academic Affairs & Instruction
  - Janice Zummo — Associate Dean of Academic Support Services
  - VACANT — Associate Dean of Faculty
  - Anthony Watson — Exec Director of Educational Opportunity Center
  - Anthony Watson — Acting Dean of Adult & Continuing Education

*Organization chart is current as of the snapshot date: June 1, 2021.

Chart 2

Anthony E. Munroe — President

Erwin Wong — Provost & Senior Vice President
- Ena Jordan — Executive Assistant to the SVP
- Lisa St. Hill — Assistant to SVP

- Christopher Shults — Dean of Institutional Effectiveness
  - Musa Elbulok — Acting Director of Institutional Research
  - Bryan Dowling — Director of Assessment
  - Yu-Chuen Huang — Acting Manager of Institutional Research

- Deanne Southwell — Exec Director of ASAP
  - Sara Crosby — Director of the BMCC Learning Academy
  - Gregory Bryant — Academic Affairs Manager for MECA
  - Reuben Quansah — Manager of Young Men's Initiative

- Anthony Watson — Exec Director of Educational Opportunity Center
  - Tanya Myers — Director of Academic Affairs
  - Gissette Forte — Director of Business Affairs
  - Carmel Paleski — Director of Operations
  - Robert Park — Director of Student Support Services
  - Stacy Cummins — Enrollment Manager

- Janice Zummo — Associate Dean of Academic Support Services
  - Gregory Farrell — Director of LRC
  - Igwe Williams — Acting Manager of Writing Center
  - Peter Williams — Specialist for College Now
  - Ashtian Holmes — Director of Urban Male Leadership Academy
  - Maketa Barber — Manager of Testing
  - Special Programs COPE, Upward Bound, Immersion

- David P. Barnet — Acting Dean for Academic Affairs & Instruction
  - Carei Thomas — Director of Advisement
  - Jessica Levin — Experiential Learning and Study Abroad Manager
  - Antonette McKain — Director of Evening/Weekend & Off-site Programs
  - Sharon Reid — Director of Internships

- VACANT — Associate Dean of Faculty
  - Greer McPhaden — Director of Faculty Matters
  - Siddharth Ramakrishnan — Director of Research
  - Thomas Harbison — Acting Director of E-Learning
  - Gina Cherry — Director of CETLS
  - Special Programs WAC/QR

- Kathleen Dreyer — Chief Librarian
  - Academic Department Chairpersons

*Organization chart is current as of the snapshot date: June 1, 2021.

Chart 3

Anthony E. Munroe — President

- Marva Craig — VP of Student Affairs
  - Iris Wangpataravanich — Assistant to the VP
  - Michael Hutmaker — Dean of Student Affairs
    - Pedro Perez — Director of College Discovery
    - Daphne Gilles — Office of Accessibility Manager
    - Cecilia Scott-Croff — Director of Early Childhood Center
    - Penelope Jordan — Director of Health Services
    - Dakota Olson — Coordinator of Athletics
    - BMCC Association
    - Neda Hajizadeh — Director of Counseling
    - Tammie Velasquez — Women's Resource Center Manager
    - Harry Mars — Director of Student Activities
    - Christopher Thunberg — Director of Career Planning & Placement
    - Managers of Various Student Affairs Programs

- Sanjay Ramdath — Acting VP of Enrollment Management
  - Albina Khasidova — Director of Financial Aid
  - Lisa Kasper — Director of Admissions and Outreach
  - Katty Cherubin — Manager of Call Center
  - VACANT — Director of Enrollment Services
  - Mohammad Alam — Enrollment Registrar Director
  - Sussie Gyamfi — Scholarship and Special Services Coordinator

- Joseph Spadaro — VP for Information Technology
  - Andrea Porter — Asst to VP of Technology
  - John Gallagher — Director of Org & Bus Effectiveness
  - Amish Batra — Manager of Admin Computer Center
  - Vinton Melbourne — Manager of Media Center

*Organization chart is current as of the snapshot date: June 1, 2021.

Chart 4

Anthony E. Munroe — President

- VACANT — VP of Administration & Planning
  - Elena Samuels — Asst VP of Finance
    - Adriana Lau — Finance Controller
    - Allison Young — Director of Budget
    - Ricardo Julien — Bursar Director
    - Leonore Gonzalez — Director of Procurement
    - Receiving & Stores Reprographics Mail Services
  - VACANT — Exec Asst to VP of Admin & Planning
  - Jorge Yafar — AVP of Campus Planning & Facility
    - Michael Korn — Director of Public Safety
    - Michael Speth — Environmental Health & Safety Officer
    - Kamlesh Bulsara — Campus Facilities Planning
    - Tanya Hughes — Administrative Events Coordinator
    - Eric Lugo — Chief Administrative Superintendent
    - Anita Samuels — Facilities Coordinator
    - Chery Reiter — Administrative Superintendent III
    - Victor Schneider — Administrative Superintendent III
    - Joshua Mitchell — Administrative Superintendent III
    - Charles Nelson — Administrative Superintendent I

- Anthony Watson — Acting Dean of Adult & Continuing Education
  - Marina Abramov — Director of Continuing Education
  - Jose Flores Sr. — Director of Outreach
  - Paul Shively — Director of Language Immersion Program
  - Lashalah Burgess — Director of CUNY Start & Math Start
  - Laura Zan — Manager of CUNY Start Program

- Gloria Chao — Executive Director of Human Resources
  - Karen Bonner — Executive Assistant to the HR Director
  - Maria Deckinger — Associate Director of Human Resources
  - Loriann Mazzola — HR Specialist
  - Ileana Datcu — HR Specialist
  - Timekeepers
  - Diana Lopez — Benefits Manager
  - Ticey Rosario — HR Specialist
  - Vivian Ong — HR Specialist
  - Endry DeLaCruz — IT Bus Data Rep Analyst

*Organization chart is current as of the snapshot date: June 1, 2021.

Chart 5

Anthony E. Munroe — President

America Roman — Executive Assistant

- VACANT — Chief of Staff
  - Douglas Israel — Director of Gov. Relations & External Relations
  - Odelia Levy — Chief Diversity Officer & Special Advisor to President
  - Theresa Wade — Deputy Director of Diversity & Title IX Compliance
  - Liany Stronconi — Digital Recruiter

- Meryl R. Kaynard — Acting Special Legal Counsel & Labor Designee
  - Linda Herring — Executive Director of TPAC
  - Lisa Panzera — Director of Shirley Fiterman Art Center
  - Elsy Benitez — Curatorial Assistant

- Manuel Romero — Exec Director of Public & External Affairs
  - Thomas Volpe — Director of Publications
  - Rosslyn Pieters — Associate Director of Marketing
  - Lynn McGee — Communications Publication Editorial Manager
  - John Cody Lyon — External Writer
  - Cynthia Blayer — Web Content Manager
  - Robert Gizis — Communications Electronic Media Manager
  - Louis Chan — Digital Marketing Coordinator
  - Jeffrey Wong — Graphic Designer
  - David Pangburn — Multimedia & Video Specialist

- VACANT — Dean for Sponsored Research & Grants
  - Aleksandra Cataruzolo — Asst. Director of Grants
  - Onika Duke — Grants Associate

- Lorna Malcolm — VP of College Development
  - Mitchelle Henriques — Exec Coordinator to VP
  - Brian Haller — Director of Corp & Foundation Relations
  - VACANT — Director of Annual Giving
  - VACANT — Manager of Major Gifts & Planned Giving
  - VACANT — Development Specialist (Asst. Dir: of Development)

*Organization chart is current as of the snapshot date: June 1, 2021.

Appendix B   Reaffirmation Letter

This Appendix contains the most recent Reaffirmation Letter.

BMCC

Office of the President

Borough of Manhattan Community College	**199 Chambers Street**
The City University of New York	**New York, NY 10007-1097**
www.bmcc.cuny.edu	**tel. 212-220-1230**
	fax 212-220-1244

September 30, 2021

REAFFIRMATION OF COMMITMENT TO AFFIRMATIVE ACTION, EQUAL OPPORTUNITY, DIVERSITY, AND INCLUSION

The Borough of Manhattan Community College and the City University of New York (CUNY) are strongly committed to affirmative action, equal opportunity and diversity and inclusion. At BMCC, we value the rich diversity of experience and knowledge that the entire community brings to the College. BMCC prides itself on being a diverse teaching and learning community committed to advancing equity an d the intellectual and personal growth of students.

We are all enriched and strengthened by this rich diversity of backgrounds, perspectives, and ideas. I strongly support the policies and practices that we have implemented to foster non-discrimination, affirmative action, and diversity and inclusion in the workplace and in the classroom. Consequently, I reaffirm BMCC's commitment, and my own commitment, to the principles of affirmative action, equal opportunity, diversity, and inclusion at BMCC. The CUNY Policy on Equal Opportunity and Non-Discrimination, as well as the CUNY Policy on Sexual Misconduct, include our commitment to recruit, employ, retain, promote, and provide benefits to employees (and applicants) and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state, and city laws. Sexual harassment, a form of sex discrimination, is also prohibited. Furthermore, retaliation is strictly prohibited.

As federal contractors, CUNY and BMCC engage in affirmative action consistent with Executive Order 11246. In addition to the protected groups delineated in Executive Order 11246, Italian-Americans are also included as a protected group in a separate Affirmative Action Plan.

I have assigned the responsibility for the implementation and monitoring of our compliance program to the Chief Diversity Officer and Special Advisor to the President, Odelia Levy, who serves as the 504/ADA Coordinator and Title IX Coordinator, and to Theresa Wade, Deputy Director of Diversity & Title IX Compliance. The vice presidents, deans, directors, managers and supervisors all share an ongoing responsibility for ensuring our compliance with these policies and laws. The Chief Diversity Officer and Deputy Director oversee the investigation of internal complaints of unlawful discrimination or harassment. The Office of Compliance and Diversity is located at 199 Chambers Street, Room S701. If you have a complaint of unlawful discrimination, unlawful harassment, or retaliation, including sexual harassment, or would like additional information, please contact the Chief Diversity Officer at OLevy@bmcc.cuny.edu or at 212-220-1236 or the Deputy Director at TWade@bmcc.cuny.edu or at 212-220-1273.

I invite you to visit the BMCC and CUNY websites to learn more about our policies pertaining to unlawful discrimination and harassment, including sexual harassment, and retaliation, including the CUNY Equal Opportunity and Non-Discrimination Policy and the CUNY Policy on Sexual Misconduct. Additional information about external agencies handling complaints of unlawful discrimination and harassment as well as other policies are available on the Office of Compliance and Diversity website.

BMCC remains committed to promoting diversity and equal opportunity. These initiatives foster an environment in which all members feel welcome, that they are valued, and that they can succeed. A core BMCC value is equity, working as an engine of upward social mobility to reduce barriers and improve academic, career and personal success for all, particularly for individuals and groups that have been marginalized. I ask for your continued support to ensure affirmative action, equal opportunity, diversity, and inclusion in all programs and practices at BMCC.

Sincerely,

Anthony E. Munroe
President, Borough of Manhattan Community College

Appendix C   Job Group Summary

This Appendix contains a summary of Job Groups.

This report lists those CUNY job groups for which the college has employees. Labor Market Availability factors (LMA) are listed for each group. LMA Factor 1 is the external Labor Market measure. LMA Factor 2 is an internal factor for employees who could be recruited or promoted into the group based on historical data for CUNY overall).

Groups with fewer than five employees are listed here but will not be included in Utilization Analysis worksheets. Individuals in the Chief Executive role are not included in this report.

Titles added to CUNY's job system in the past year are listed at the end of this Appendix. Not all titles were utilized by the College.

Further details on Job Groups and Labor Market Availability are provided in the Narrative.

Full Time Employee Count (excluding Chief Executive):   1,373

Labor Market Availability is an estimate used to benchmark utilization by job group. It represents the proportion of each protected group available for employment in the labor market from which CUNY recruits, internally and externally. CUNY last calculated Labor Market Availability in 2019. We utilize the following factors:

Weighting of Internal/External Labor Market
The internal labor market is university-wide and currently reflects the full-time employee population. We produce a weighted estimate based on 2016-2017 and 2017-2018 job moves of CUNY employees. We also identify typical feeder jobs and other conditions, such as permanency status.

Geography
We base geographic factors on both CUNY policy and actual hiring experience.

- <u>National</u> labor market for Administration 1 (Executive), Faculty–Professorial, and Faculty–Instructor.

- <u>Two-state region</u> (New York and New Jersey) for Faculty-Lecturer. IPEDS completion data is only available by State and recruiting is regional rather than national.

- <u>New York State-only</u> labor market where New York State residency is required by statute:
  - College Security Assistant
  - Campus Peace Officer
  - Campus Public Safety Sergeant
  - Security Manager.

- <u>New York/New Jersey Metropolitan Statistical Area (MSA)</u> for remaining job groups. A review of hires in 2018-2019 indicated 98.6% of new hires in these groups reside within this MSA. This area represents a large and highly diverse population.

Qualifications – Other than Collegiate Faculty

- <u>Occupational Group</u>: Standard Occupational Classifications assigned to every job title, matched to Census Occupational Codes.

- <u>Degree Requirements</u>: the minimum requirement for the lowest-ranked job in each job group. These range from none through Master's level.

- <u>Experience</u>: where there is a requirement for a specific number of years of experience, we used age as a proxy, utilizing US Census standards; for example, a Bachelor's degree assumes a standard age of 21, and a Bachelor's degree plus four years of experience would correspond to a minimum age of 25.

To identify Italian American ancestry, we utilize US Census American Community Survey data, which contains ancestry information. Respondents may provide up to two ancestries. They may identify as Italian American exclusively or in combination with another ancestry. Categories for Italian American ancestry are Italian (051) and Sicilian (068). The agreed-upon calculation is 100% of the first response (e.g., "Italian", then "Irish" is counted at 100%) and 50% of the second response (e.g., "Irish", then "Italian" is counted at 50%). Individuals answering as both Italian and Sicilian, or either Italian or Sicilian with no other choice, are counted at 100%.

Category: Executive/Administrative/Managerial

Admin 1: Executive
Executive Compensation Plan (Other Than Chief Executive)

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	50.00%	ACS 2013-2017 Nationwide workforce with Bachelors Degree or Higher and age of 29 or above (proxy for eight years' of post-Bachelor's experience) and in selected occupations: 0010 (Chief Executives), 0020 (General and Operations Managers), 0060 (Public Relations and Fundraising Managers), 0100 (Administrative Services Managers), 0110 (Computer and Information Systems Managers), 0120 (Financial Managers), 0136 (Human Resources Managers), and 0230 (Education Administrators).
1-Ext Italian-Amer.		ACS 2013-2017 Nationwide workforce with Bachelors Degree or Higher and age of 29 or above (proxy for eight years' of post-Bachelor's experience) and in selected occupations: 0010 (Chief Executives), 0020 (General and Operations Managers), 0060 (Public Relations and Fundraising Managers), 0100 (Administrative Services Managers), 0110 (Computer and Information Systems Managers), 0120 (Financial Managers), 0136 (Human Resources Managers), and 0230 (Education Administrators). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	50.00%	Employees in the following titles: HE Officer, Professor, Associate Professor, IT Computer Systems Manager (Levels 5 and higher), or Chief Administrative Superintendent (Levels 4 and higher) as of 6/1/2018.

Employees: 18

Title	Employees
Assc Administrator	1
Assc Dean	1
Asst Administrator	4
Asst Vice President	2
Dean	5
Sr Vice President	1
Vice President	4

Category: Executive/Administrative/Managerial

Admin 2: Managerial
Manager-Level Administrators

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	50.00%	ACS 2013-2017 NY/NJ MSA workforce with Bachelors Degree or Higher and age of 25 or above (proxy for four years' post-Bachelor's experience) and in selected occupations: 0020 (General and Operations Managers), 0060 (Public Relations and Fundraising Managers), 0200 (Administrative Services Managers), 0110 (Computer and Information Systems Managers), 0120 (Financial Managers), 0136 (Human Resources Managers), 0230 (Education Administrators), 0710 (Management Analysts), 2000 (Counselors), and 2100 (Lawyers).
1-Ext Italian-Amer.		ACS 2013-2017 NY/NJ MSA workforce with Bachelors Degree or Higher and age of 25 or above (proxy for four years' post-Bachelor's experience) and in selected occupations: 0020 (General and Operations Managers), 0060 (Public Relations and Fundraising Managers), 0200 (Administrative Services Managers), 0110 (Computer and Information Systems Managers), 0120 (Financial Managers), 0136 (Human Resources Managers), 0230 (Education Administrators), 0710 (Management Analysts), 2000 (Counselors), and 2100 (Lawyers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	50.00%	Employees in HE Assistant title as of 6/1/2018.

Employees: 113

Title	Employees
EOC HE Associate	1
EOC HE Officer	4
HE Associate	64
HE Officer	44

Category: Executive/Administrative/Managerial

Managerial: Facilities
Facility Superintendents (Managerial)

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	55.00%	2013-2017 ACS, NY/NJ MSA, Bachelor's Degree or higher plus four years of Post-Bachelor's experience (proxy minimum age of 25) and in the following occupations: 0410 (Real Estate and Property Managers), 1300 (Architects), 1360 (Civil Engineers), and 8620 (Stationary Engineerings and Boiler Operators).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA, Bachelor's Degree or higher plus four years of Post-Bachelor's experience (proxy minimum age of 25) and in the following occupations: 0410 (Real Estate and Property Managers), 1300 (Architects), 1360 (Civil Engineers), and 8620 (Stationary Engineerings and Boiler Operators). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	45.00%	Employees in the titles of Sr Stationary Engineer, Project Manager, Principal Park Supervisor, Principal Custodial Supervisor, or Supervisor of Laborers and Maintenance Workers, Civil Service permanency not required, as of 6/1/2018.

Employees: 5

Title	Employees
Admin Supt Builds Grds	4
Chief Admin Supt - Competitive	1

Managerial: Info Tech
Information Technology Managers (Managerial)

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	60.00%	2013-2017 ACS, NY/NJ MSA workforce, no degree requirement; six years' work experience (proxy minimum age of 23) and in the following occupation: 0110 (Computer and Information Systems Managers).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, no degree requirement; six years' work experience (proxy minimum age of 23) and in the following occupation: 0110 (Computer and Information Systems Managers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	40.00%	Employees in the title IT Senior Associate, Civil Service permanency not required, as of 6/1/2018.

Employees: 1

Title	Employees
IT Computer Systems Mgr	1

Category: Executive/Administrative/Managerial

Managerial: Security
Campus Security Managers (Managerial)

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	55.00%	2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher with seven years' experience (proxy minimum age of 24) in the following occupations: 0425 (Emergency Management Directors) and 3710 (First-Line Supervisors of Police and Detectives).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher with seven years' experience (proxy minimum age of 24) in the following occupations: 0425 (Emergency Management Directors) and 3710 (First-Line Supervisors of Police and Detectives). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	45.00%	Employees with Civil Service permanency in the titles Campus Public Safety Sergeant or Campus Security Specialist as of 6/1/2018.

Employees: 6

Title	Employees
Campus Security Asst Dir	5
Campus Security Dir	1

Category: Professional Faculty

Faculty: Developmental

Development Program Faculty; i.e., faculty primarily teaching basic skills and related non-credit bearing programs such as CUNY START.

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce, Bachelor's degree or higher and in occupation 2430 (Other Teachers and Instructors).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, Bachelor's degree or higher and in occupation 2430 (Other Teachers and Instructors). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 34

Title	Employees
CLIP Instructor	9
CUNY Start Instructor	17
EOC Lecturer	6
EOC Lecturer Doc Sched	2

Faculty: Instructor

Instructor Faculty excluding Librarians. Term-limited faculty whose positions convert to Assistant Professor upon completion of a doctorate within five years.

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Masters Level, Nationwide for selected disciplines (first and second majors), not weighted.
1-Ext Italian-Amer.		2013-2017 ACS, Nationwide workforce with Master's Degree in occupation Postsecondary Teachers (2200). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 21

Title	Employees
Instructor	21

Category: Professional Faculty

Faculty: Lecturer

Lecturer Faculty excluding Librarians. Lecturers are eligible for a certificate of continuous employment but not tenure.

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Bachelor's or Masters, NY and NJ, for selected disciplines (first and second majors), not weighted.
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce with Bachelor's Degree or Master's Degree. Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 69

Title	Employees
Lecturer	66
Lecturer Doct Sch	3

Faculty: Librarian

CUNY Librarians with faculty appointments

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Master's level only, Nationwide, for Library Science Discipline.
1-Ext Italian-Amer.		2013-2017 ACS, Nationwide workforce with Master's Degree in the occupation Librarian (2430). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 12

Title	Employees
Assc Professor	6
Asst Professor	4
Professor	2

Category: Professional Faculty

Faculty: Professoriate
Tenure-eligible faculty (excluding Librarians) for whom a terminal degree such as a Doctorate is required.

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Doctoral, Nationwide for selected disciplines (first and second majors), not weighted.
1-Ext Italian-Amer.		2013-2017 ACS, Nationwide workforce, with Doctoral Degree, in the occupation 2200 (Post-Secondary Teachers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	100.00%	NA

Employees: 453

Title	Employees
Assc Professor	168
Asst Professor	167
Professor	118

Category: Professional Non-Faculty

Accountant: Professional
Accountants (Professionals)

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	0.00%	Internal Only - Promotional Title
1-Ext Italian-Amer.		Internal Only
2-Internal (all groups)	100.00%	Employees with Civil Service permanency in the following titles: Accounting Assistant, Purchasing Agent Assistant or EOC Accounting Assistant; as of 6/1/2018.

Employees: 5

Title	Employees
Finance Accountant	1
Purchasing Agent	4

Admin 3: Professional

Entry and Mid-Level Administrators (Professionals)

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	85.00%	ACS 2013-2017 NY/NJ MSA workforce with Bachelor's Degree or Higher and in the following occupations: 0630 (Human Resources Workers), 0740 (Business Operations Specialists), 0820 (Budget Analysts), 2000 (Counselors), 2550 (Education/Training/Library Workers), 2825 (Public Relations Specialists), 5000 (Supervisors of Office and Admin Support Workers), and 5250 (Customer Service Representatives).
1-Ext Italian-Amer.		ACS 2013-2017 NY/NJ MSA workforce with Bachelor's Degree or Higher and in the following occupations: 0630 (Human Resources Workers), 0740 (Business Operations Specialists), 0820 (Budget Analysts), 2000 (Counselors), 2550 (Education/Training/Library Workers), 2825 (Public Relations Specialists), 5000 (Supervisors of Office and Admin Support Workers), and 5250 (Customer Service Representatives). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	15.00%	Employees who hold BA degrees and are in the following job groups: CUNY Office Assistant, CUNY Administrative Assistant, Accountant Technician or Accountant Professional as of 6/1/2018.

Employees: 234

Title	Employees
Asst to HEO	71
EOC Assistant to HEO	9
EOC HE Assistant	4
HE Assistant	149
Research Asst	1

Category: Professional Non-Faculty

Info Tech: Professional
Information Technology Professionals

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	75.00%	2013-2017 ACS, NY/NJ MSA, High School Diploma or higher plus four years of Post-High School experience (proxy minimum age of 21) in the following occupations: 0740 (Business Operations Specialists), 1006 (Computer Systems Analysts), 1010 (Computer Programmers), 1020 (Software Developers, Applications and Systems Software), 1030 (Web Developers), 1060 (Database Administrators), and 1105 (Network and Computer Systems Administrators).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA, High School Diploma or Higher plus four years of Post-High School experience (proxy minimum age of 21) in the following occupations: 0740 (Business Operations Specialists), 1006 (Computer Systems Analysts), 1010 (Computer Programmers), 1020 (Software Developers, Applications and Systems Software), 1030 (Web Developers), 1060 (Database Administrators), and 1105 (Network and Computer Systems Administrators). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	25.00%	Employees in the IT Support Assistant and CUNY Office Assistant titles, Civil Service permanency not required, as of 6/1/2018

Employees: 32

Title	Employees
IT Associate	6
IT Asst	14
IT Bus Data Rep Analyst	7
IT Sr Associate	5

Nurse
Nurses

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	As no unit within CUNY has a minimum of five employees, no availability was calculated.
1-Ext Italian-Amer.		As no unit within CUNY has a minimum of five employees, no availability was calculated.
2-Internal (all groups)	0.00%	NA

Employees: 1

Title	Employees
Nurse	1

Category: Administrative Support Workers

Accountant: Assistant
Accounting Support Staff (Accounting and Purchasing Agent Assistants, Payroll Staff)

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	70.00%	ACS 2013-2017 NY/NJ MSA workforce with High School Diploma or Higher in the following occupations: 5140 (Payroll and Timekeeping Clerks), 5150 (Procurement Clerks), or 5120 (Bookkeeping, Accounting, and Auditing Clerks).
1-Ext Italian-Amer.		ACS 2013-2017 NY/NJ MSA workforce with High School Diploma or Higher in the following occupations: 5140 (Payroll and Timekeeping Clerks), 5150 (Procurement Clerks), or 5120 (Bookkeeping, Accounting, and Auditing Clerks). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	30.00%	Employees in titles CUNY Office Assistant or EOC Office Assistant, Civil Service permanency not required; as of 6/1/2018.

Employees: 13

Title	Employees
Asst Purchasing Agent	2
EOC Accounting Assistant	1
Finance Accountant Asst	10

Administrative Assistant
Administrative Support Staff-Senior Level

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	0.00%	Internal Only - Promotional Title
1-Ext Italian-Amer.		Internal Only
2-Internal (all groups)	100.00%	Population of employees on the active CUNY Administrative Assistant Civil Service list #2055 (413 CUNY employees). CUNY Office Assistant Levels 3 or 4 with Civil Service permanency were eligible to take this examination.

Employees: 11

Title	Employees
CUNY Admin Asst	11

Category: Administrative Support Workers

Mail Services Worker
Mail Services Workers

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupation: 5850 (Mail Clerks/Mail Machine Operators, Except Postal Service).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in occupation 5850 (Mail Clerks/Mail Machine Operators, Except Postal Service). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 4

Title	Employees
EOC Mail Message Svcs Worker	1
Mail Message Svcs Worker	3

Office Assistant
Administrative Support Staff-Entry Level

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce, individuals with a High School Diploma or higher and in the following occupations: 5700 (Secretaries and Administrative Assistants), 5820 (Word Processors and Typists), 5860 (Office Clerks, General), and 5940 (Office Administrative Support Workers, all other).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, individuals with a High School Diploma or higher and in the following occupations: 5700 (Secretaries and Administrative Assistants), 5820 (Word Processors and Typists), 5860 (Office Clerks, General), and 5940 (Office Administrative Support Workers, all other). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 87

Title	Employees
CUNY Office Assistant	78
EOC Office Assistant	9

Category: Technicians

Admin 4: College Lab Technician
College Laboratory Technicians

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce with High School Diploma or Higher. For the Scientific/Technical/IT specialty, in the following occupations: 1050 (Computer Support Specialists), 1965 (Other Life Physical and Social Science Technicians), 1910 (Biological Technicians), 1920 (Chemical Technicians), 1550 (Engineering Technicians), 2860 (Miscellaneous Media and Communications Workers). For the "Other" Specialty, 1050 (Computer Support Specialists), 1950 (Social Science Research Assistants), 2440 (Library Technicians), and 2860 (Miscellaneous Media and Communications Workers).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce with High School Diploma or Higher. For the Scientific/Technical/IT specialty, in the following occupations: 1050 (Computer Support Specialists), 1965 (Other Life Physical and Social Science Technicians), 1910 (Biological Technicians), 1920 (Chemical Technicians), 1550 (Engineering Technicians), 2860 (Miscellaneous Media and Communications Workers). For the "Other" Specialty, 1050 (Computer Support Specialists), 1950 (Social Science Research Assistants), 2440 (Library Technicians), and 2860 (Miscellaneous Media and Communications Workers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 35

Title	Employees
College Lab Tech	17
EOC College Lab Tech	2
Sr College Lab Tech	16

Category: Technicians

Broadcast-Media
Broadcast and Mass Media Technicians and Graphic Designers

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher in the following occupations: 2900 (Broadcast and Sound Engineering Technicians and Radio Operators and Other Workers), 2920 (Television, Video, and Motion Picture Camera Operators and Editors), 2710 (Producers and Directors).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher in the following occupations: 2900 (Broadcast and Sound Engineering Technicians and Radio Operators and Other Workers), 2920 (Television, Video, and Motion Picture Camera Operators and Editors), 2710 (Producers and Directors). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 2

Title	Employees
Asst Media Services Technician	2

Engineering Technician
Engineering and Architectural Technicians

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	As no unit has a minimum of five employees, availability is not calculated.
1-Ext Italian-Amer.		As no unit has a minimum of five employees, availability is not calculated.
2-Internal (all groups)	0.00%	NA

Employees: 1

Title	Employees
Facilities Coord	1

Category: Technicians

Info Tech: Technician
IT Technical Support Workers

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher in the following occupation: 1050 (Computer Support Specialists).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher in the following occupation: 1050 (Computer Support Specialists). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 4

Title	Employees
IT Support Asst	4

Print Media Technician
Print Shop and Related Technicians

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 5900 (Office Machine Operators except Computers), 8250 (Pre-Press Technicians), 8255 (Printing Press Operators), and 8256 (Binding and Finishing Workers). Note: 2630 (Graphic Designers) was not included given small population at CUNY and very large population in the workforce.
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 5900 (Office Machine Operators except Computers), 8250 (Pre-Press Technicians), 8255 (Printing Press Operators), and 8256 (Binding and Finishing Workers). Note: 2630 (Graphic Designers) was not included given small population at CUNY and very large population in the workforce. Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 8

Title	Employees
Graphics Designer	2
Print Shop Assistant	4
Print Shop Associate	1
Print Shop Coordinator	1

Category: Craft Workers

Basic Crafts-Buildings and Grounds
Buildings and Grounds Workers

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	80.00%	2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 4210 (First-Line Supervisors of Landscape/Lawn Service/Grounds Workers), 4250 (Grounds Maintenance Workers), 7200 (Automotive Service Technicians and Mechanics), 7340 (Maintenance and Repair Workers-General), 9140 (Tax Drivers and Chauffeurs), and 9120 (Bus Drivers).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 4210 (First-Line Supervisors of Landscape/Lawn Service/Grounds Workers), 4250 (Grounds Maintenance Workers), 7200 (Automotive Service Technicians and Mechanics), 7340 (Maintenance and Repair Workers-General), 9140 (Tax Drivers and Chauffeurs), and 9120 (Bus Drivers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	20.00%	Employees in the Custodian and Custodial Supervisor job groups, and employees in Helper titles in the Laborers and Helpers job group, Civil Service permanency not required, as of 6/1/2018.

Employees: 2

Title	Employees
Maintenance Worker	2

Laborers and Helpers
Entry-Level Craft Workers

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	60.00%	2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 6600 (Helpers-Electricians, Helpers-Pipelayers, etc.) and 9630 (Laborers and Freight, Stock and Material Movers).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 6600 (Helpers-Electricians, Helpers-Pipelayers, etc.) and 9630 (Laborers and Freight, Stock and Material Movers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	40.00%	Employees in the Custodial Assistant and Maintenance Worker titles, Civil Service permanency not required, as of 6/1/2018.

Employees: 10

Title	Employees
Laborer	6
Stock Worker	3
Stock Worker Supervisor	1

Category: Craft Workers

Skilled Trades: Not Supervisory
Skilled Tradespeople

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	75.00%	2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 6230 (Carpenters), 6250 (Cement Masons/Concrete Finishers), 6335 (Electricians), 6420 (Painters and Paper Hangers), 6440 (Pipelayers, Plumbers, Pipefitters, and Steamfitters), 6460 (Plasterers and Stucco Masons), 6515 (Roofers), 6700 (Elevator Installers and Repairers), 7300 (Control and Valve Installers and Repairers), 7350 (Machinery Maintenance Workers), 7540 (Locksmiths and Safe Repairers), 8030 (Machinists), and 8610 (Stationary Engineers and Boiler Operators).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 6230 (Carpenters), 6250 (Cement Masons/Concrete Finishers), 6335 (Electricians), 6420 (Painters and Paper Hangers), 6440 (Pipelayers, Plumbers, Pipefitters, and Steamfitters), 6460 (Plasterers and Stucco Masons), 6515 (Roofers), 6700 (Elevator Installers and Repairers), 7300 (Control and Valve Installers and Repairers), 7350 (Machinery Maintenance Workers), 7540 (Locksmiths and Safe Repairers), 8030 (Machinists), 8610 (Stationary Engineers and Boiler Operators). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	25.00%	Employees in the title of Maintenance Worker or in any of the Helper titles in the Laborer-Helper job group, Civil Service permanency not required, as of 6/1/2018.

Employees: 47

Title	Employees
Carpenter	7
Electrician	7
Locksmith	2
Oiler	13
Painter	4
Plumber	3
Stationary Engineer	10
Thermostat Repairer	1

Category: Craft Workers

Skilled Trades: Supervisory
Skilled Trades Supervisors

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	0.00%	Internal Only-Promotional Title
1-Ext Italian-Amer.		Internal Only
2-Internal (all groups)	100.00%	Employees with Civil Service permanency in Skilled Trade job group titles corresponding to the supervisory titles as of 6/1/2018.

Employees: 2

Title	Employees
Stationary Engineer Sr	2

Category: Service Workers

Campus Peace Officer
Campus Security-Mid Level Staff

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	80.00%	2013-2017 ACS, New York State residents within the NY/NJ MSA workforce, with one year or more of College and in the occupation of 3850 (Police and Sheriffs Patrol Officers).
1-Ext Italian-Amer.		2013-2017 ACS, New York State residents within the NY/NJ MSA workforce with one year or more of College and in the occupation of 3850 (Police and Sheriffs Patrol Officers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	20.00%	Employees in the title of Campus Security Assistant, Civil Service permanency not required, as of 6/1/2018.

Employees: 30

Title	Employees
Campus Peace Officer	30

Campus Public Safety Sergeant
Campus Security Supervisors and Campus Security Specialists

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	0.00%	For Campus Public Safety Sergeant, Internal only (promotional title). For Campus Security Specialist, candidates on a Civil Service list as of 6/1/2018; however not calculated as demographic data was not available and a small number were hired externally.
1-Ext Italian-Amer.		For Campus Public Safety Sergeant, Internal only (promotional title). For Campus Security Specialist, candidates on a Civil Service list as of 6/1/2018; however not calculated as demographic data was not available and a small number were hired externally.
2-Internal (all groups)	100.00%	For Campus Public Safety Sergeant, employees in the title of Campus Peace Officer with Civil Service permanency and two years of permanent service as of 6/1/2018.

Employees: 10

Title	Employees
Campus Pub Safety Sergeant	10

Category: Service Workers

Campus Security Assistant
Campus Security-Entry Level Staff

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, New York State residents within the NY/NJ MSA workforce with High School Diploma or higher and one year of work experience (using proxy of minimum age of 18) and in the occupation of 3930 (Security Guards and Gaming Surveillance Officers).
1-Ext Italian-Amer.		2013-2017 ACS, New York State residents within the NY/NJ MSA with High School Diploma or higher and one year of work experience (using proxy of minimum age of 18) and in the occupation of 3930 (Security Guards and Gaming Surveillance Officers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 33

Title	Employees
Campus Security Asst	33

Custodial: Assistant
Custodians-Entry Level

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	100.00%	2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the occupation 4220 (Janitors and Building Cleaners).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupation: 4220 (Janitors and Building Cleaners). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	0.00%	NA

Employees: 54

Title	Employees
Custodial Assistant	54

Category: Service Workers

Custodial: Supervisory
Custodial Supervisors

Labor Market Availability Factors

Factor	Weight	Explanation
1-External	45.00%	2013-2017 ACS, NY/NJ MSA workforce, 8th Grade education or higher and in the occupation 4200 (First-Line Supervisors/Managers of Housekeeping and Janitorial Workers).
1-Ext Italian-Amer.		2013-2017 ACS, NY/NJ MSA workforce, 8th Grade education or higher and in the occupation 4200 (First-Line Supervisors/Managers of Housekeeping and Janitorial Workers). Italian American = 100% of First Ancestry and 50% of Second Ancestry for 051 (Italian) and 068 (Sicilian).
2-Internal (all groups)	55.00%	Employees in the Custodial job group who are not temporary as of 6/1/2018.

Employees: 16

Title	Employees
Custodial Asst Principal Supv	2
Custodial Principal Supv	2
Custodial Sr Supervisor	2
Custodial Supervisor	10

In the last Academic Year, CUNY added the titles listed below (not all are used at the College)

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Job Code and Title Name	Job Group
200602 Univ VC Std Aff and Enrollment	Admin 1: Executive
200604 Exec Dir Acad Aff-AstAdm	Admin 1: Executive
200605 Exec Dir Fellow and PSP-AstAdm	Admin 1: Executive
200606 Exec Dir CyberSec Prg-AstAdm	Admin 1: Executive
500302 Fleet Coordinator	Basic Crafts-Buildings and Grounds

Appendix D   College Lab Technicians Department-Discipline Assignments

This Appendix summarizes the mapping of College Laboratory Technicians to disciplines.

Categories assigned to College Laboratory Technicians (Administration 4 Group) are based on the academic department to which they are assigned. There are two possible categories: "Science, Technology and Engineering" and "All Other".

Groups of less than five employees total are listed here but will not be included in the utilization analyses in Appendix E.

Total of College Lab Technicians, all levels: 35

Discipline: **College Lab Tech: Science, Tech, Eng.**
Employees: 18

Department ID	Department Name	Technicians
10064	Computer Applications	1
10195	Mathematics	5
10199	Medical Technology	1
10211	Nursing	1
10165	Science	10

Discipline: **College Lab Tech: Other**
Employees: 17

Department ID	Department Name	Technicians
10260	Academic Literacy & Linguistic	2
10022	Art & Music	1
75012	Athletics & Recreation	1
10042	Business Administration	3
80334	Edu. Opportunity & Diversity P	2
10204	Modern Languages & Literatures	7
10289	Speech/Communication/Theatre A	1

Appendix E-1   Utilization Analysis -Staff Job Groups

This Appendix provides a utilization analysis for each staff job group that has five or more employees.

Underutilization occurs where the utilization of a protected group is less than 80% of Labor Market Availability. We calculate a number approximating the number of full-time employees that would be needed to make utilization equal to the labor market. Where utilization is zero (0), underutilization exists but not to the level of one full-time equivalent employee. Blanks indicate no underutilization.

Underutilization numbers for females and total minorities represent placement goals as prescribed for federal Affirmative Action Plans.

Total Minority is comprised of Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, American Indian/Alaska Native and Two or More Races.

Category: Executive/Administrative/Managerial

Job Group: **Admin 1: Executive**

Description: Executive Compensation Plan (Other Than Chief Executive)

Full-Time Employees: 18

Employees in this group hold the following titles:

Title ID	Title Name
04321	Assc Administrator
04320	Assc Dean
04723	Asst Administrator
04316	Asst Vice President
04314	Dean
04701	Sr Vice President
04702	Vice President

	Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	9	10	2	5	3	2
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	50.0%	55.6%	11.1%	27.8%	16.7%	11.1%
Labor Market Avail. Percent	44.2%	27.7%	9.8%	8.8%	7.9%	7.2%

Category: Executive/Administrative/Managerial

Job Group: **Admin 2: Managerial**

Description: Manager-Level Administrators

Full-Time Employees: 113

Employees in this group hold the following titles:

Title ID	Title Name
04073	EOC HE Associate
04074	EOC HE Officer
04075	HE Associate
04097	HE Officer

Utilization Report						
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	70	70	17	34	16	6
Underutilized (Y = Yes)						Y
Number Underutilized						5
Actual Utilization Percent	61.9%	61.9%	15.0%	30.1%	14.2%	5.3%
Labor Market Avail. Percent	57.4%	48.1%	11.0%	19.6%	15.7%	10.0%

Category: Executive/Administrative/Managerial

Job Group: **Managerial: Facilities**

Description: Facility Superintendents (Managerial)

Full-Time Employees: 5

Employees in this group hold the following titles:

Title ID	Title Name
04975	Admin Supt Builds Grds
04984	Chief Admin Supt - Competitive

	Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	1	2	0	1	1	0
Underutilized (Y = Yes)			Y			Y
Number Underutilized			1			1
Actual Utilization Percent	20.0%	40.0%	0.0%	20.0%	20.0%	0.0%
Labor Market Avail. Percent	21.3%	38.1%	13.9%	11.3%	11.3%	11.7%

Category: Executive/Administrative/Managerial

Job Group: **Managerial: Security**

Description: Campus Security Managers (Managerial)

Full-Time Employees: 6

Employees in this group hold the following titles:

Title ID	Title Name
04980	Campus Security Asst Dir
04979	Campus Security Dir

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	0	4	0	1	3	0
Underutilized (Y = Yes)	Y		Y	Y		Y
Number Underutilized	1		0	1		1
Actual Utilization Percent	0.0%	66.7%	0.0%	16.7%	50.0%	0.0%
Labor Market Avail. Percent	22.0%	59.7%	5.1%	30.4%	23.3%	10.4%

Category:　　Professional Non-Faculty

Job Group:　　**Accountant: Professional**

Description:　　Accountants (Professionals)

Full-Time Employees:　5

Employees in this group hold the following titles:

Title ID	Title Name
04801	Finance Accountant
12121	Purchasing Agent

Utilization Report						
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	4	5	1	3	1	0
Underutilized (Y = Yes)						Y
Number Underutilized						0
Actual Utilization Percent	80.0%	100.0%	20.0%	60.0%	20.0%	0.0%
Labor Market Avail. Percent	83.6%	72.6%	20.5%	34.2%	17.8%	4.1%

Category: Professional Non-Faculty

Job Group: **Admin 3: Professional**

Description: Entry and Mid-Level Administrators (Professionals)

Full-Time Employees: 234

Employees in this group hold the following titles:

Title ID	Title Name
04017	Asst to HEO
04071	EOC Assistant to HEO
04072	EOC HE Assistant
04099	HE Assistant
04132	Research Asst

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	165	186	29	95	53	5
Underutilized (Y = Yes)						Y
Number Underutilized						25
Actual Utilization Percent	70.5%	79.5%	12.4%	40.6%	22.6%	2.1%
Labor Market Avail. Percent	69.0%	43.4%	12.3%	16.7%	12.5%	12.8%

Category: Professional Non-Faculty

Job Group: **Info Tech: Professional**

Description: Information Technology Professionals

Full-Time Employees: 32

Employees in this group hold the following titles:

Title ID	Title Name
04877	IT Associate
04875	IT Asst
04029	IT Bus Data Rep Analyst
04880	IT Sr Associate

Utilization Report						
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	6	29	9	6	13	0
Underutilized (Y = Yes)	Y					Y
Number Underutilized	8					3
Actual Utilization Percent	18.8%	90.6%	28.1%	18.8%	40.6%	0.0%
Labor Market Avail. Percent	42.3%	55.7%	28.0%	13.3%	12.7%	8.2%

Category: Administrative Support Workers

Job Group: **Accountant: Assistant**

Description: Accounting Support Staff (Accounting and Purchasing Agent Assistants,

Full-Time Employees: 13

Employees in this group hold the following titles:

Title ID	Title Name
12120	Asst Purchasing Agent
04867	EOC Accounting Assistant
04800	Finance Accountant Asst

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	12	11	3	4	4	0
Underutilized (Y = Yes)						Y
Number Underutilized						2
Actual Utilization Percent	92.3%	84.6%	23.1%	30.8%	30.8%	0.0%
Labor Market Avail. Percent	83.1%	49.2%	10.8%	19.3%	17.3%	14.0%

Category: Administrative Support Workers

Job Group: **Administrative Assistant**

Description: Administrative Support Staff-Senior Level

Full-Time Employees: 11

Employees in this group hold the following titles:

Title ID	**Title Name**
04804	CUNY Admin Asst

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	11	10	2	5	2	1
Underutilized (Y = Yes)					Y	
Number Underutilized					1	
Actual Utilization Percent	100.0%	90.9%	18.2%	45.5%	18.2%	9.1%
Labor Market Avail. Percent	90.3%	68.0%	7.5%	36.3%	24.0%	6.5%

Category: Administrative Support Workers

Job Group: **Office Assistant**

Description: Administrative Support Staff-Entry Level

Full-Time Employees: 87

Employees in this group hold the following titles:

Title ID	Title Name
04802	CUNY Office Assistant
04870	EOC Office Assistant

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	77	80	7	35	33	2
Underutilized (Y = Yes)						Y
Number Underutilized						13
Actual Utilization Percent	88.5%	92.0%	8.0%	40.2%	37.9%	2.3%
Labor Market Avail. Percent	87.9%	40.0%	7.8%	14.3%	16.2%	17.4%

Category: Technicians

Job Group: **Print Media Technician**

Description: Print Shop and Related Technicians

Full-Time Employees: 8

Employees in this group hold the following titles:

Title ID	Title Name
04808	Graphics Designer
04805	Print Shop Assistant
04806	Print Shop Associate
04807	Print Shop Coordinator

	Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	3	7	2	1	4	0
Underutilized (Y = Yes)						Y
Number Underutilized						1
Actual Utilization Percent	37.5%	87.5%	25.0%	12.5%	50.0%	0.0%
Labor Market Avail. Percent	24.5%	48.1%	8.4%	11.5%	27.1%	14.4%

Category: Craft Workers

Job Group: **Skilled Trades: Not Supervisory**

Description: Skilled Tradespeople

Full-Time Employees: 47

Employees in this group hold the following titles:

Title ID	Title Name
04899	Carpenter
91717	Electrician
04905	Locksmith
04891	Oiler
91830	Painter
91915	Plumber
04915	Stationary Engineer
91940	Thermostat Repairer

Utilization Report						
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	0	20	2	6	12	2
Underutilized (Y = Yes)	Y					Y
Number Underutilized	1					5
Actual Utilization Percent	0.0%	42.6%	4.3%	12.8%	25.5%	4.3%
Labor Market Avail. Percent	2.2%	45.1%	4.3%	13.1%	25.6%	13.9%

Category: Craft Workers

Job Group: **Laborers and Helpers**

Description: Entry-Level Craft Workers

Full-Time Employees: 10

Employees in this group hold the following titles:

Title ID	Title Name
90702	Laborer
12200	Stock Worker
12202	Stock Worker Supervisor

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	0	9	1	6	2	1
Underutilized (Y = Yes)	Y				Y	
Number Underutilized	2				2	
Actual Utilization Percent	0.0%	90.0%	10.0%	60.0%	20.0%	10.0%
Labor Market Avail. Percent	20.9%	72.0%	6.2%	23.7%	39.3%	5.7%

Category:　　　Service Workers and Others

Job Group:　　　　　**Campus Public Safety Sergeant**

Description:　　　　　Campus Security Supervisors and Campus Security Specialists

Full-Time Employees:　　10

Employees in this group hold the following titles:

Title ID	Title Name
04846	Campus Pub Safety Sergeant

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
---	---	---	---	---	---	---
Number of Employees	5	10	0	8	2	0
Underutilized (Y = Yes)			Y		Y	Y
Number Underutilized			0		1	0
Actual Utilization Percent	50.0%	100.0%	0.0%	80.0%	20.0%	0.0%
Labor Market Avail. Percent	21.9%	88.1%	4.9%	53.8%	27.4%	0.3%

Category: Service Workers and Others

Job Group: **Campus Peace Officer**
Description: Campus Security-Mid Level Staff
Full-Time Employees: 30

Employees in this group hold the following titles:

Title ID   **Title Name**

04844   Campus Peace Officer

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
				Utilization Report		
Number of Employees	9	28	5	16	7	0
Underutilized (Y = Yes)						Y
Number Underutilized						5
Actual Utilization Percent	30.0%	93.3%	16.7%	53.3%	23.3%	0.0%
Labor Market Avail. Percent	18.6%	53.8%	7.7%	24.1%	20.2%	15.9%

Category: Service Workers and Others

Job Group: **Campus Security Assistant**
Description: Campus Security-Entry Level Staff
Full-Time Employees: 33

Employees in this group hold the following titles:

Title ID   **Title Name**

04841   Campus Security Asst

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Utilization Report						
Number of Employees	12	32	4	24	4	0
Underutilized (Y = Yes)					Y	Y
Number Underutilized					3	3
Actual Utilization Percent	36.4%	97.0%	12.1%	72.7%	12.1%	0.0%
Labor Market Avail. Percent	19.8%	71.2%	6.9%	41.4%	20.4%	8.5%

Category: Service Workers and Others

Job Group: **Custodial: Supervisory**

Description: Custodial Supervisors

Full-Time Employees: 16

Employees in this group hold the following titles:

Title ID	Title Name
80560	Custodial Asst Principal Supv
80561	Custodial Principal Supv
80535	Custodial Sr Supervisor
04862	Custodial Supervisor

Utilization Report						
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	5	15	0	10	5	0
Underutilized (Y = Yes)			Y			Y
Number Underutilized			1			1
Actual Utilization Percent	31.3%	93.8%	0.0%	62.5%	31.3%	0.0%
Labor Market Avail. Percent	32.7%	74.5%	5.3%	30.5%	38.0%	5.8%

Category: Service Workers and Others

Job Group: **Custodial: Assistant**

Description: Custodians-Entry Level

Full-Time Employees: 54

Employees in this group hold the following titles:

Title ID	Title Name
04861	Custodial Assistant

Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Other Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employees	20	52	1	22	29	1
Underutilized (Y = Yes)			Y			Y
Number Underutilized			2			3
Actual Utilization Percent	37.0%	96.3%	1.9%	40.7%	53.7%	1.9%
Labor Market Avail. Percent	26.9%	68.0%	5.1%	19.8%	41.5%	7.6%

Appendix E-2   Utilization Analysis - College Laboratory Technicians

This Appendix provides a utilization analysis for College Laboratory Technicians in groups with five or more employees.

Underutilization occurs where utilization of a given group is less than 80% of Labor Market Availability. We calculate a number approximating the number of full-time employees that would be needed to make utilization equal to the labor market. When this number is zero (0), underutilization exists but not to the level of one full-time equivalent employee. Blanks represent no underutilization.

Underutilization numbers for females and total minorities represent specific placement goals as prescribed for federal Affirmative Action Plans.

Total Minority is comprised of Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, American Indian/Alaska Native, and Two or More Races.

College Lab Tech: Science, Tech, Eng.

Full-Time Employees: 18

Employees in this category are work in the following department(s):

Department ID   Department Name

Department ID	Department Name
10064	Computer Applications
10195	Mathematics
10199	Medical Technology
10211	Nursing
10165	Science

	Utilization Report					
	Female	**Total Minority**	**Asian/Nat. Haw./Oth Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employeees	7	14	5	6	3	1
Underutilized (Y = Yes)						Y
Number Underutilized						1
Actual Utilization Percent	38.9%	77.8%	27.8%	33.3%	16.7%	5.6%
Labor Market Avail. Percent	27.8%	49.3%	22.4%	10.6%	14.2%	11.5%

College Lab Tech: Other

Full-Time Employees: 17

Employees in this category are work in the following department(s):

Department ID   Department Name

10260	Academic Literacy & Linguistic
10022	Art & Music
75012	Athletics & Recreation
10042	Business Administration
80334	Edu. Opportunity & Diversity P
10204	Modern Languages & Literatures
10289	Speech/Communication/Theatre A

			Utilization Report			
	Female	**Total Minority**	**Asian/Nat. Haw./Oth Pac. Isl.**	**Black/African Am.**	**Hispanic/ Latino**	**Italian American**
Number of Employeees	6	12	0	5	7	0
Underutilized (Y = Yes)			Y			Y
Number Underutilized			4			2
Actual Utilization Percent	35.3%	70.6%	0.0%	29.4%	41.2%	0.0%
Labor Market Avail. Percent	30.4%	50.7%	22.4%	10.3%	16.0%	11.4%

Appendix E-3   **Utilization Analysis - Faculty by Job Group**

APP

The Appendix provides a utilization analysis for Faculty for each Job Group where there are five or more employees.

Underutilization occurs where the utilization of a protected group is less than 80% of Labor Market Availability. We calculate a number approximating the number of full-time employees that would be needed to make utilization equal to the labor market. Where utilization is zero (0), underutilization exists but not to the level of one full-time equivalent employee. Blanks indicate no underutilization.

Underutilization numbers for females and total minorities represent specific placement goals as prescribed for federal Affirmative Action Plans. Note that the official underutilization measures are those calculated for the academic discipline, which may comprise more than one department.

Total Minority is comprised of Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, American Indian/Alaska Native and Two or More Races. Italian American is a reported category but not included in the federal Total Minority grouping.

Job Group   **Faculty: Professoriate**
Total Faculty: 453

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
			Utilization Report			
Number of Faculty	249	205	67	66	63	21
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	55.0%	45.3%	14.8%	14.6%	13.9%	4.6%
Labor Market Avail. Percent	42.5%	24.9%	14.0%	4.2%	4.8%	5.3%

Job Group   **Faculty: Librarian**
Total Faculty: 12

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
			Utilization Report			
Number of Faculty	9	5	2	3	0	2
Underutilized (Y = Yes)					Y	
Number Underutilized					0	
Actual Utilization Percent	75.0%	41.7%	16.7%	25.0%	0.0%	16.7%
Labor Market Avail. Percent	82.8%	13.6%	4.0%	4.4%	3.8%	5.7%

Job Group   **Faculty: Lecturer**
Total Faculty: 69

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
			Utilization Report			
Number of Faculty	33	37	7	22	8	3
Underutilized (Y = Yes)			Y			Y
Number Underutilized			3			5
Actual Utilization Percent	47.8%	53.6%	10.1%	31.9%	11.6%	4.3%
Labor Market Avail. Percent	52.4%	31.3%	14.1%	7.7%	7.6%	10.9%

Job Group   **Faculty: Instructor**
Total Faculty: 21

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Utilization Report						
Number of Faculty	7	14	5	3	6	1
Underutilized (Y = Yes)	Y					
Number Underutilized	5					
Actual Utilization Percent	33.3%	66.7%	23.8%	14.3%	28.6%	4.8%
Labor Market Avail. Percent	57.1%	27.6%	13.3%	5.8%	5.9%	5.4%

Job Group   **Faculty: Developmental**
Total Faculty: 34

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Utilization Report						
Number of Faculty	21	19	2	11	6	0
Underutilized (Y = Yes)			Y			Y
Number Underutilized			2			4
Actual Utilization Percent	61.8%	55.9%	5.9%	32.4%	17.6%	0.0%
Labor Market Avail. Percent	64.5%	30.7%	10.7%	9.2%	8.9%	13.0%

Appendix F-1   Personnel Activity

This Appendix provides tables with detail on personnel activities.

Part One provides detail on personnel activity in the categories noted below, evaluated by job group and by EEO Category.

The charts provided here represent only those job groups and EEO Categories with a material level of activity.

Job Group Summary
Administration 3 (Professional)

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(10)	11		11	-	(21)		(19)	(2)	1	-
Male	(8)	2	18%	2	-	(10)	48%	(9)	(1)	-	-
Female	(2)	9	82%	9	-	(11)	52%	(10)	(1)	1	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(7)	10	91%	10	-	(17)	81%	(15)	(2)	1	-
Asian	(2)	2	18%	2	-	(4)	19%	(2)	(2)	-	-
Black	(5)	-	0%	-	-	(5)	24%	(5)	-	-	-
Hispanic	-	8	73%	8	-	(8)	38%	(8)	-	1	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	1	1	9%	1	-	-	0%	-	-	-	-
White (Not Ital)	(4)	-	0%	-	-	(4)	19%	(4)	-	-	-
All White	(3)	1	9%	1	-	(4)	19%	(4)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	1	1	9%	1	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Administration 2 (Managers)

	Net Group Changes	NET ADDITIONS Addition #	Additions %	Additions by Type — Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	NET SUBTRACTIONS Sub. #	Sub %	Subtractions by Type — Separation (Left College or Left CUNY)	Left for another Job Group	CHANGES WITHIN JOB GROUP (not counted in totals) Advancements	Other Changes
Total	-	6		4	2	(6)		(6)	-	2	-
Male	2	3	50%	2	1	(1)	17%	(1)	-	2	-
Female	(2)	3	50%	2	1	(5)	83%	(5)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	1	6	100%	4	2	(5)	83%	(5)	-	1	-
Asian	3	4	67%	2	2	(1)	17%	(1)	-	-	-
Black	1	2	33%	2	-	(1)	17%	(1)	-	1	-
Hispanic	(3)	-	0%	-	-	(3)	50%	(3)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(1)	-	0%	-	-	(1)	17%	(1)	-	1	-
All White	(1)	-	0%	-	-	(1)	17%	(1)	-	1	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Administration 1 (Executive)

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(1)	1		1	-	(2)		(2)	-	1	1
Male	(1)	1	100%	1	-	(2)	100%	(2)	-	-	1
Female	-	-	0%	-	-	-	0%	-	-	1	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(1)	-	0%	-	-	(1)	50%	(1)	-	-	1
Asian	(1)	-	0%	-	-	(1)	50%	(1)	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	1
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	1	-
White (Not Ital)	-	1	100%	1	-	(1)	50%	(1)	-	-	-
All White	-	1	100%	1	-	(1)	50%	(1)	-	1	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Accountant Assistant

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(2)	-		-	-	(2)		(2)	-	-	-
Male	-	-	0%	-	-	-	0%	-	-	-	-
Female	(2)	-	0%	-	-	(2)	100%	(2)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(2)	-	0%	-	-	(2)	100%	(2)	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	(2)	-	0%	-	-	(2)	100%	(2)	-	-	-
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	-	-	0%	-	-	-	0%	-	-	-	-
All White	-	-	0%	-	-	-	0%	-	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Skilled Trades

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	-	3		3	-	(3)		(3)	-	-	-
Male	-	3	100%	3	-	(3)	100%	(3)	-	-	-
Female	-	-	0%	-	-	-	0%	-	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	-	2	67%	2	-	(2)	67%	(2)	-	-	-
Asian	-	1	33%	1	-	(1)	33%	(1)	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	-	1	33%	1	-	(1)	33%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	(1)	-	0%	-	-	(1)	33%	(1)	-	-	-
White (Not Ital)	1	1	33%	1	-	-	0%	-	-	-	-
All White	-	1	33%	1	-	(1)	33%	(1)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary

Mail Services Worker

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(1)	-		-	-	(1)		(1)	-	-	-
Male	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Female	-	-	0%	-	-	-	0%	-	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	-	-	0%	-	-	-	0%	-	-	-	-
All White	-	-	0%	-	-	-	0%	-	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Faculty-Professorial

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(11)	12		10	2	(23)		(23)	-	35	-
Male	(6)	4	33%	3	1	(10)	43%	(10)	-	14	-
Female	(5)	8	67%	7	1	(13)	57%	(13)	-	21	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(3)	7	58%	6	1	(10)	43%	(10)	-	15	-
Asian	(2)	1	8%	1	-	(3)	13%	(3)	-	6	-
Black	3	5	42%	4	1	(2)	9%	(2)	-	2	-
Hispanic	(4)	1	8%	1	-	(5)	22%	(5)	-	7	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(7)	5	42%	4	1	(12)	52%	(12)	-	20	-
All White	(7)	5	42%	4	1	(12)	52%	(12)	-	20	-
Unknown	(1)	-	0%	-	-	(1)	4%	(1)	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	(1)	-	0%	-	-	(1)	4%	(1)	-	2	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Faculty-Librarian

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(1)	-		-	-	(1)		(1)	-	1	-
Male	-	-	0%	-	-	-	0%	-	-	-	-
Female	(1)	-	0%	-	-	(1)	100%	(1)	-	1	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min		-	0%	-	-	-	0%	-	-	1	-
Asian	-	-	0%	-	-	-	0%	-	-	1	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
All White	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Faculty-Lecturer

	Net Group Changes	NET ADDITIONS Addition #	NET ADDITIONS Additions %	Additions by Type Hire (Outside CUNY and Other CUNY College)	Additions by Type Joined Group from another Job Group	NET SUBTRACTIONS Sub. #	NET SUBTRACTIONS Sub %	Subtractions by Type Separation (Left College or Left CUNY)	Subtractions by Type Left for another Job Group	CHANGES WITHIN JOB GROUP (not counted in totals) Advancements	CHANGES WITHIN JOB GROUP (not counted in totals) Other Changes
Total	(7)	-		-	-	(7)		(6)	(1)	-	-
Male	(4)	-	0%	-	-	(4)	57%	(3)	(1)	-	-
Female	(3)	-	0%	-	-	(3)	43%	(3)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(3)	-	0%	-	-	(3)	43%	(3)	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	(2)	-	0%	-	-	(2)	29%	(2)	-	-	-
Hispanic	(1)	-	0%	-	-	(1)	14%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(4)	-	0%	-	-	(4)	57%	(3)	(1)	-	-
All White	(4)	-	0%	-	-	(4)	57%	(3)	(1)	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Faculty-Instructor

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	2	10		10	-	(8)		(7)	(1)	-	-
Male	3	7	70%	7	-	(4)	50%	(4)	-	-	-
Female	(1)	3	30%	3	-	(4)	50%	(3)	(1)	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	2	7	70%	7	-	(5)	63%	(4)	(1)	-	-
Asian	1	2	20%	2	-	(1)	13%	(1)	-	-	-
Black	(3)	-	0%	-	-	(3)	38%	(2)	(1)	-	-
Hispanic	4	5	50%	5	-	(1)	13%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	-	3	30%	3	-	(3)	38%	(3)	-	-	-
All White	-	3	30%	3	-	(3)	38%	(3)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Faculty-Developmental

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(3)	-		-	-	(3)		(3)	-	-	-
Male	(1)	-	0%	-	-	(1)	33%	(1)	-	-	-
Female	(2)	-	0%	-	-	(2)	67%	(2)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	-	-	0%	-	-	-	0%	-	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(3)	-	0%	-	-	(3)	100%	(3)	-	-	-
All White	(3)	-	0%	-	-	(3)	100%	(3)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Facility Manager

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	-	1		1	-	(1)		(1)	-	-	-
Male	-	1	100%	1	-	(1)	100%	(1)	-	-	-
Female	-	-	0%	-	-	-	0%	-	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	1	1	100%	1	-	-	0%	-	-	-	-
All White	1	1	100%	1	-	-	0%	-	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Custodial

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(1)	-		-	-	(1)		(1)	-	-	-
Male	-	-	0%	-	-	-	0%	-	-	-	-
Female	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	-	-	0%	-	-	-	0%	-	-	-	-
All White	-	-	0%	-	-	-	0%	-	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
CUNY Office Assistant

| | Net Group Changes | NET ADDITIONS | | Additions by Type | | NET SUBTRACTIONS | | Subtractions by Type | | CHANGES WITHIN JOB GROUP (not counted in totals) | |
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(2)	-		-	-	(2)		(2)	-	-	-
Male	-	-	0%	-	-	-	0%	-	-	-	-
Female	(2)	-	0%	-	-	(2)	100%	(2)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(2)	-	0%	-	-	(2)	100%	(2)	-	-	-
Asian	(1)	-	0%	-	-	(1)	50%	(1)	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	(1)	-	0%	-	-	(1)	50%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	-	-	0%	-	-	-	0%	-	-	-	-
All White	-	-	0%	-	-	-	0%	-	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary

Administration 1 (Chief Executive)

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	-	1		1	-	(1)		(1)	-	-	-
Male	1	1	100%	1	-	-	0%	-	-	-	-
Female	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	1	1	100%	1	-	-	0%	-	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	1	1	100%	1	-	-	0%	-	-	-	-
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
All White	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Campus Security Assistant

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(1)	1		1	-	(2)		(2)	-	-	-
Male	-	1	100%	1	-	(1)	50%	(1)	-	-	-
Female	(1)	-	0%	-	-	(1)	50%	(1)	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	-	1	100%	1	-	(1)	50%	(1)	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	-	1	100%	1	-	(1)	50%	(1)	-	-	-
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(1)	-	0%	-	-	(1)	50%	(1)	-	-	-
All White	(1)	-	0%	-	-	(1)	50%	(1)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Campus Peace Officer-Sergeant

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	-	1		-	1	(1)		(1)	-	-	-
Male	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Female	1	1	100%	-	1	-	0%	-	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	-	1	100%	-	1	(1)	100%	(1)	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	1	1	100%	-	1	-	0%	-	-	-	-
Hispanic	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	-	-	0%	-	-	-	0%	-	-	-	-
All White	-	-	0%	-	-	-	0%	-	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Campus Peace Officer

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(4)	1		1	-	(5)		(4)	(1)	-	-
Male	(2)	-	0%	-	-	(2)	40%	(2)	-	-	-
Female	(2)	1	100%	1	-	(3)	60%	(2)	(1)	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	(4)	1	100%	1	-	(5)	100%	(4)	(1)	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	(3)	1	100%	1	-	(4)	80%	(3)	(1)	-	-
Hispanic	(1)	-	0%	-	-	(1)	20%	(1)	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	-	-	0%	-	-	-	0%	-	-	-	-
All White	-	-	0%	-	-	-	0%	-	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary
Broadcast/Media

	Net Group Changes	NET ADDITIONS		Additions by Type		NET SUBTRACTIONS		Subtractions by Type		CHANGES WITHIN JOB GROUP (not counted in totals)	
		Addition #	Additions %	Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	Sub. #	Sub %	Separation (Left College or Left CUNY)	Left for another Job Group	Advance-ments	Other Changes
Total	(1)	-		-	-	(1)		(1)	-	-	-
Male	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Female	-	-	0%	-	-	-	0%	-	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	-	-	0%	-	-	-	0%	-	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
All White	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Job Group Summary

Basic Crafts-Buildings and Grounds

	Net Group Changes	NET ADDITIONS Addition #	Additions %	Additions by Type Hire (Outside CUNY and Other CUNY College)	Joined Group from another Job Group	NET SUBTRACTIONS Sub. #	Sub %	Subtractions by Type Separation (Left College or Left CUNY)	Left for another Job Group	CHANGES WITHIN JOB GROUP (not counted in totals) Advance- ments	Other Changes
Total	(1)	-		-	-	(1)		(1)	-	-	-
Male	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Female	-	-	0%	-	-	-	0%	-	-	-	-
Other/Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Total Min	-	-	0%	-	-	-	0%	-	-	-	-
Asian	-	-	0%	-	-	-	0%	-	-	-	-
Black	-	-	0%	-	-	-	0%	-	-	-	-
Hispanic	-	-	0%	-	-	-	0%	-	-	-	-
Other Minority	-	-	0%	-	-	-	0%	-	-	-	-
Italian-American	-	-	0%	-	-	-	0%	-	-	-	-
White (Not Ital)	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
All White	(1)	-	0%	-	-	(1)	100%	(1)	-	-	-
Unknown	-	-	0%	-	-	-	0%	-	-	-	-
Veterans	-	-	0%	-	-	-	0%	-	-	-	-
Individuals w/Disabilities	-	-	0%	-	-	-	0%	-	-	-	-

This chart summarizes moves of employees into and out of a single job group. Any job group could have a net loss or net gain, so additions do not necessarily equal subtractions.

Appendix F-2   **Tenure Actions**

APP

This Appendix presents a summary of tenure actions.

Tenure is a permanent status awarded on the basis of years of service and/or academic or research achievement.

Faculty in Professorial titles (other than visiting) are eligible for tenure which is awarded based on academic or research achievement and service. College Laboratory Technicians are eligible for tenure based on years of service, and Lecturers are eligible for a Certificate of Continuous Employment (CCE) based on years of service. K-12 Teachers and Counselors are also eligible for tenure.

Tenure is effective on September 1 of each academic year. Individuals listed here were awarded tenure effective September 1, 2020 (during this past plan year).

The Total Minority category is comprised of Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, American Indian/Alaska Native and Two or More Races.

Academic Literacy & Linguistic

Assc Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Male	White
Asst Professor	Gained Tenure	Tenured	Female	White

Art & Music

Assc Professor	Gained Tenure	Tenured	Female	White
Assc Professor	Gained Tenure	Tenured	Female	Hispanic/Latino

Business Administration

Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Female	Black/African Am.

Computer Applications

Assc Professor	Gained Tenure	Tenured	Male	Asian/Nat. Haw./Other Pac. Isl.

Department of Ethnic and Race

Assc Professor	Gained Tenure	Tenured	Female	Asian/Nat. Haw./Other Pac. Isl.

English Language/Literatures

Assc Professor	Gained Tenure	Tenured	Male	White
Assc Professor	Gained Tenure	Tenured	Male	White
Asst Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Female	White

Health Education

Assc Professor	Gained Tenure	Tenured	Male	White

Library

Assc Professor	Gained Tenure	Tenured	Female	Italian American
Assc Professor	Gained Tenure	Tenured	Female	White

Mathematics

College Lab Tech	Gained Tenure	Tenured	Male	Black/African Am.
College Lab Tech	Gained Tenure	Tenured	Female	Asian/Nat. Haw./Other Pac. Isl.
College Lab Tech	Gained Tenure	Tenured	Female	Asian/Nat. Haw./Other Pac. Isl.
Professor	Gained Tenure	Tenured	Male	White

Media Arts and Technology

Assc Professor	Gained Tenure	Tenured	Male	Italian American

Modern Languages & Literatures

Assc Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
Assc Professor	Gained Tenure	Tenured	Female	White
Assc Professor	Gained Tenure	Tenured	Female	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Female	Hispanic/Latino

Nursing

Asst Professor	Gained Tenure	Tenured	Female	Black/African Am.
Asst Professor	Gained Tenure	Tenured	Female	White

Science

Science

Assc Professor	Gained Tenure	Tenured	Male	White
Assc Professor	Gained Tenure	Tenured	Female	White
Assc Professor	Gained Tenure	Tenured	Male	White
Assc Professor	Gained Tenure	Tenured	Male	Other
College Lab Tech	Gained Tenure	Tenured	Male	White
Lecturer Doct Sch	Gained Tenure	CCE Certificate Continuous Emp	Female	White
Professor	Gained Tenure	Tenured	Female	White

Social Science

Assc Professor	Gained Tenure	Tenured	Male	Other
Assc Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
Asst Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Female	Italian American
Asst Professor	Gained Tenure	Tenured	Male	White
Asst Professor	Gained Tenure	Tenured	Male	Hispanic/Latino

Speech/Communication/Theatre A

Assc Professor	Gained Tenure	Tenured	Female	White
Assc Professor	Gained Tenure	Tenured	Other Gender I	White
College Lab Tech	Gained Tenure	Tenured	Male	Hispanic/Latino
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	White

Teacher Education

Assc Professor	Gained Tenure	Tenured	Female	White

Summary for the College

Total Staff:		Ttl Minority	Asian	Black/AfAm	Hispanic	Ital Amer	White Not Ital	Oth/Unk
26	Female	9	3	2	4	2	15	0
17	Male	6	1	1	2	1	10	2
1	Oth/Unk	0	0	0	0	0	0	0
44	Total	15	4	3	6	3	26	2

Appendix G-1　　　　**Summary of Recruiting Activities**

This Appendix provides detail the candidate pools and outcomes of searches.

Detail is provided on applicants, interviews, and offers. The scope of this report includes searches which officially concluded by a job offer during the previous plan year (June 1, 2020 through May 31, 2021).

Borough of Manhattan CC

Category Summary

Technicians

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total/Selection Rate (compare to applicants)	176	176	100%		-	0%	-	0%	-	0%
Male	95	95	54%		-	0%	-	0%	-	0%
Female	54	54	31%		-	0%	-	0%	-	0%
Other	5	5	3%		-	0%	-	0%	-	0%
Unknown	22	-	0%		-	0%	-	0%	-	0%
Total Min	142	142	81%		-	0%	-	0%	-	0%
Asian	46	46	26%		-	0%	-	0%	-	0%
Black	42	42	24%		-	0%	-	0%	-	0%
Hispanic	49	49	28%		-	0%	-	0%	-	0%
Other inc 2 or more	5	5	3%		-	0%	-	0%	-	0%
Italian-American	1	1	1%		-	0%	-	0%	-	0%
White (Not Ital)	17	17	10%		-	0%	-	0%	-	0%
Total White	18	18	10%		-	0%	-	0%	-	0%
										-	
Unknown Ethnicity	16	16	9%		-	0%	-	0%	-	0%
Veterans	2	2	1%		-	0%	-	0%	-	0%
Indiv. w Disabilities	8	8	5%		-	0%	-	0%	-	0%

Borough of Manhattan CC

Category Summary

Service Workers and Others

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total/Selection Rate (compare to applicants)	1,036	1,028	99%		17	2%	9	1%	9	1%
Male	641	637	62%		8	47%	3	33%	3	33%
Female	202	200	19%		6	35%	3	33%	3	33%
Other	6	6	1%		-	0%	-	0%	-	0%
Unknown	187	-	0%		3	18%	3	33%	3	33%
Total Min	917	909	88%		15	88%	9	100%	9	100%
Asian	27	27	3%		-	0%	-	0%	-	0%
Black	525	518	50%		8	47%	4	44%	4	44%
Hispanic	343	342	33%		6	35%	4	44%	4	44%
Other inc 2 or more	22	22	2%		1	6%	1	11%	1	11%
Italian-American	6	6	1%		-	0%	-	0%	-	0%
White (Not Ital)	78	78	8%		2	12%	-	0%	-	0%
Total White	84	84	8%		2	12%	-	0%	-	0%
									-	
Unknown Ethnicity	35	35	3%		-	0%	-	0%	-	0%
Veterans	20	20	2%		-	0%	-	0%	-	0%
Indiv. w Disabilities	51	51	5%		1	2%	1	2%	1	2%

Borough of Manhattan CC

Category Summary
Professional Non-Faculty

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total/Selection Rate (compare to applicants)	3,653	3,650	100%		105	3%	16	0%	15	0%
Male	1,163	1,160	32%		27	26%	2	13%	2	13%
Female	2,068	2,068	57%		71	68%	12	75%	11	73%
Other	16	16	0%		2	2%	1	6%	1	7%
Unknown	406	-	0%		5	5%	1	6%	1	7%
Total Min	2.707	2.705	74%		80	76%	14	88%	13	87%
Asian	619	619	17%		14	13%	1	6%	1	7%
Black	1,054	1,052	29%		28	27%	3	19%	3	20%
Hispanic	950	950	26%		37	35%	10	63%	9	60%
Other inc 2 or more	84	84	2%		1	1%	-	0%	-	0%
Italian-American	88	88	2%		2	2%	1	6%	1	7%
White (Not Ital)	700	699	19%		16	15%	1	6%	1	7%
Total White	788	787	22%		18	17%	2	13%	2	13%
									-	
Unknown Ethnicity	158	158	4%		7	7%	-	0%	-	0%
Veterans	37	37	1%		1	3%	1	3%	1	3%
Indiv. w Disabilities	190	190	5%		5	3%	-	0%	-	0%

Borough of Manhattan CC

Category Summary

Professional Faculty

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total/Selection Rate (compare to applicants)	1,087	1,078	99%		23	2%	4	0%	3	0%
Male	424	420	39%		4	17%	-	0%	-	0%
Female	497	493	46%		11	48%	3	75%	2	67%
Other	11	11	1%		-	0%	-	0%	-	0%
Unknown	155	-	0%		8	35%	1	25%	1	33%
Total Min	519	516	48%		15	65%	2	50%	1	33%
Asian	178	176	16%		3	13%	-	0%	-	0%
Black	205	204	19%		9	39%	2	50%	1	33%
Hispanic	108	108	10%		3	13%	-	0%	-	0%
Other inc 2 or more	28	28	3%		-	0%	-	0%	-	0%
Italian-American	49	49	5%		1	4%	1	25%	1	33%
White (Not Ital)	466	461	43%		7	30%	1	25%	1	33%
Total White	515	510	47%		8	35%	2	0%	2	0%
									-	
Unknown Ethnicity	53	52	5%		-	0%	-	0%	-	0%
Veterans	13	12	1%		-	0%	-	0%	-	0%
Indiv. w Disabilities	65	64	6%		-	0%	-	0%	-	0%

Borough of Manhattan CC

Category Summary
Executive-Administrative-Managerial

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total/Selection Rate (compare to applicants)	1,035	1,032	100%		71	7%	5	0%	5	0%
Male	375	374	36%		29	41%	2	40%	2	40%
Female	522	520	50%		35	49%	3	60%	3	60%
Other	4	4	0%		-	0%	-	0%	-	0%
Unknown	134	-	0%		7	10%	-	0%	-	0%
Total Min	659	656	64%		45	63%	4	80%	4	80%
Asian	115	114	11%		8	11%	2	40%	2	40%
Black	298	298	29%		23	32%	1	20%	1	20%
Hispanic	222	220	21%		13	18%	1	20%	1	20%
Other inc 2 or more	24	24	2%		1	1%	-	0%	-	0%
Italian-American	47	47	5%		1	1%	-	0%	-	0%
White (Not Ital)	288	288	28%		23	32%	1	20%	1	20%
Total White	335	335	32%		24	34%	1	20%	1	20%
									-	
Unknown Ethnicity	41	41	4%		2	3%	-	0%	-	0%
Veterans	10	10	1%		-	0%	-	0%	-	0%
Indiv. w Disabilities	54	54	5%		3	6%	-	0%	-	0%

Appendix G-2   Exceptions to the Search Process

APP

This Appendix lists search exceptions.

Search requirements may be waived in rare situations. Positions are identified by title and department with information on the basis of the waiver. Individuals are not identified.

The waiver process requires an application with justification of why a search could not be performed.

This listing includes waivers that were scheduled to be effective during the Plan Year. Waivers granted to correct minor search issues are not included. Note that some candidates may have declined or delayed their appointments.

APP F3-1

Sr Vice President	Gender	Ethnicity
President's Office	Male	Asian/Nat. Haw./Other Pac. Isl.
Basis Advancement		