

2022 – 2023 AFFIRMATIVE ACTION PLANS FOR ITALIAN AMERICANS

Borough of Manhattan Community College City University of New York

**Covering Minorities and Women (Executive Order 11246), Individuals
with Disabilities (Section 503) and Protected Veterans (VEVRAA)**

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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 program requirements for federal contractors.

This unit is one of over 25 affirmative action establishments at the City University of New York (CUNY).

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 trustees’ resolutions, and CUNY policy.

The employee census date is June 1, 2022. The previous reporting year was June 1, 2021 – May 31, 2022. The program year for this plan is September 1, 2022 – August 31, 2023.

We address disruptions due to the ongoing 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 **18,091¹** students, and is the first community college in Manhattan.

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

Borough of Manhattan Community College is a diverse teaching and learning community committed

¹ The number indicates the average number of students for Fall 2021 and Spring 2022.

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.

BMCC's Strategic Priorities

- 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 these outcomes in a college community in which all members can thrive; and
- Strengthen BMCC's role in creating an equitably thriving NYC.

ORGANIZATION CHART

Appendix A displays an organization chart.

RELEVANT POLICIES

As a unit of The City University of New York (CUNY), we adhere 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 has had policies related to affirmative action plans since the early 1970s. CUNY's 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 college 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 September 22, 2022.

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, regulations, and university policies.

The President designates personnel to manage affirmative action, compliance, and diversity programs. Personnel include the Chief Diversity Officer (CDO), 504/Americans with Disabilities Act (ADA) Coordinator, and Title IX, Coordinator. The President ensures these personnel has authority, staffing, and other resources to fulfill their assigned responsibilities.

The President communicates 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 new and revised policies and notices, integrating 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.

The Chief Diversity Officer (or designee) completed the OFCCP's on-line certification of compliance with affirmative action program requirements prior to June 30, 2022.

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 affirmative action programs.

BMCC has a standing committee, the BMCC Race, Equity and Inclusion (REI) taskforce. REI, established in 2020, under the leadership of the President, has been designated as an advisory body to the College. The REI Steering Committee was developed in response to the uprisings and historical moments that defined 2020; the wrongful murders of George Floyd, Breonna Taylor, and Ahmaud Arbery; the struggle over acknowledging and accepting our nation's white supremacist legacy inherent in our institutions - namely academia; and the disparate impact of the COVID pandemic on communities of color.

The REI Steering Committee 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. REI's efforts include the following: develop vehicles to share information and produce knowledge related to antiracism, equity, inclusion, and accessibility; design and implement innovative strategies to allow students, faculty, and staff to exchange ideas freely and bravely about ways to dismantle structural racism; and create a process to hold each other accountable, including College leadership, to BMCC's institutional mission and commitment of cultivating an inclusive culture of care.

The REI Steering Committee consists of six (6) subcommittees, each led by a Convener/Chair. Each subcommittee identifies strategies for recommendation and implementation that aim to cultivate a more diverse, equitable, and inclusive teaching and learning college community and directly address systematic, systemic, and 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.

Co-Chairs

- Odelia Levy, Chief Diversity Officer/Special Advisor to the President, Office of Compliance and Diversity (OCD)
- Pedro Pérez, Director of College Discovery
- Shenique S. Davis, Assistant Professor, Criminal Justice Program
- 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
- Shenique S. Davis, Assistant Professor, Criminal Justice Program
- Lesley Rennis, Health Education

Subcommittee 2: Strengthen Curriculum and Pedagogy

Members:

- Convener: Mariama Faye, SGA VP
- 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)
- Lesley Rennis, Health Education

Subcommittee 3: Design Opportunities/Provide a Safe Space for College-wide Discussion

Members:

- Convener: Adrian Solomon, College Discovery
- Brandee Simmons, Student
- 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, Mathematic
- Hollis Glaser, Speech, Communication & Theater Arts

Subcommittee 5: Review Institutional Practices

Members:

- Josiah Ramesar, SGA 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)

Subcommittee 6: Male Scholars of Color

Members:

- Convener: Robert Cortez, Assistant Director of Outreach, BMCC Counseling Center
- Pedro Pérez, Director of College Discovery
- Jordan Dave Sutton, Associate Director, Enrollment Management
- Jennifer Delfino, Associate Director, Academic Advisement and Transfer Center
- Karen Wilson-Stevenson, Office for Institutional Advancement
- Ashtian Holmes, Urban Male Leadership Academy

University Management

CUNY's University Office of Recruitment and Diversity (ORD) within the University Human Resources unit establishes job groups and report parameters, and reports summary statistics. ORD sponsors university-wide diversity programs described in this plan and maintains systems for data collection (including self-identification) and job postings. In the 2021-2022 academic year, ORD conducted two briefings for College Presidents on preparing and interpreting affirmative action plans.

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 began returning to on-site operations in the summer of 2021, and currently operates in a hybrid on-site/remote model. As a result of shifting priorities, we canceled or postponed some hiring

plans and accelerated others given unanticipated employee turnover. We have limited or canceled some events we could not conduct 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 operations teams have continued to meet to discuss ongoing details including health protocols, facilities operations, and the latest guidance from Public Health Authorities, including but not limited to CDC, NYS, and NYC Department of Health and CUNY policies and protocols. In addition, BMCC has conducted and will continue to conduct community-wide Town Halls for both students and employees in an effort to communicate ongoing planning and implementation, but more importantly to obtain feedback and address specific concerns from community members.

On February 2, 2022, BMCC held a Community-Wide Town Hall to discuss the College's repopulation and operations plan for Spring 2022. Additionally, the Office of Compliance and Diversity conducted webinars on reasonable accommodations, specifically relating to Covid-19 and working in a remote environment. On June 10, 2021, and January 18, 2022, 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 (2019)*.

DATA SOURCES

This section describes how CUNY prepares data for this report.

Employee Data

On July 11, 2022, we extracted data on full-time employees active as of June 1, 2022, 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. The university last conducted a system-wide self-identification canvas in 2018 via email. We provided an FAQ 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 and in the employee self-service module of our system of record.

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 some other 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. We also invite employees to optionally provide data on their ancestries from a list of approximately sixty categories. Consistent with recent New York State legislation, we are in the process of implementing collection of disaggregated data on Asian ancestry.

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. We provide candidates and employees six categories of gender identification. At this time, for purposes of this plan, only individuals specifically identifying as “female” are included in the federally protected gender category.

Of **1,340²** employees, **one** employee selected a gender other than male or female and **two** employees did not identify a race/ethnicity category. Anyone who did not specify gender and/or race/ethnicity is included in the Workforce Analysis but not assigned to a protected group. **Five hundred and Thirty-three (533)** employees did not identify a veteran status and **1,245 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 estimate, 2013-2017 (final), extracted from the 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 Post-Secondary Education Data System (IPEDS) completion data,

² The 1,340 figure includes the Chief Executive.

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 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

CUNY assigns most 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 Scientific/Engineering/Technical category or a General (non-scientific) category.

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 the 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 detail 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

This job category had positive progress, in that underutilization of various underrepresented groups was either eliminated or decreased at the College. In the Computer and Information Sciences and Support discipline, underutilization of Black faculty members was eliminated in the Professoriate job group. In the Education - Developmental discipline, underutilization of Asian faculty members was decreased in the Developmental job group.

As in the 2021-2022 plan year, there was no underutilization of female or minority employees in the Professoriate job group in the following disciplines: Area, Ethnic, Cultural, Gender, and Group Studies; Business, Management, Marketing, and Support; English Language and Literature/Letters; Foreign Languages, Literatures, and Linguistics; Mathematics and Statistics; Social Sciences; and Library (Librarians/Non-Teaching.)

In the following disciplines, underutilization of faculty members in the Professoriate job group remained the same, due to a lack of hiring opportunities during the plan year:

- Biological and Biomedical Sciences AND Physical Sciences - Underutilization of Black faculty members
- Communication, Journalism, and Related Programs - Underutilization of female and Asian faculty members
- Family and Consumer/Human Services - Underutilization of Asian faculty members
- Health Professions and Related Programs - Underutilization of Hispanic faculty members
- Visual and Performing Arts - Underutilization of Black faculty members

In the following disciplines, underutilization of faculty members in the Lecturer job group remained the same, due to a lack of hiring opportunities during the plan year:

- Business, Management, Marketing, and Support - Underutilization of Asian faculty members
- Communication, Journalism, AND Visual/Performance Arts - Underutilization of female, Asian, and Hispanic faculty members
- Education-Developmental - Underutilization of Asian faculty members
- English Language and Literature/Letters - Underutilization of Hispanic faculty members
- Mathematics and Statistics - Underutilization of female and Hispanic faculty members

Underutilization of Asian faculty developed in Communication, Journalism, AND Visual/Perf Arts, specifically in the Professoriate job group. The hiring of one employee contributed to underutilization in this job group. Underutilization of Black faculty developed in the Education discipline, specifically in the Professoriate job group. Two employees terminating their employment contributed to the underutilization in this job group. Underutilization of Black faculty developed in the Education - Developmental discipline, specifically in the Professoriate job group. Three employees terminating their employment contributed to the underutilization in this job group

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) job group, the underutilization of Italian American and female employees remained at zero. In the Administration 2 (Managerial) job groups, underutilization of Italian American employees increased, and the underutilization of female employees remained at zero.

The Managerial (Facilities) job group continued to have underutilization of Italian American. 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 an underutilization of Italian American employees, 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 job group, underutilization of Italian American employees was eliminated, and the underutilization of female remained at zero. In the Administration 3: Professional job group, underutilization of Italian Americans remained the same, and the underutilization of female employees remained at zero.

In the Information Technology (Professional) job group, the underutilization of Italian American employees remained the same and the underutilization of female employees decreased, due to the hiring of eight female employees.

Administrative Support Workers

In Accountant: Assistant job group, underutilization of Italian American employees decreased and underutilization of female employees remained at zero. In the Office Assistant job groups, underutilization of Italian American employees decreased. In the Administrative Assistant job group, the underutilization of Italian American employees remained the same at zero.

Technicians

In College Lab Technician: Other and College Lab Technicians: Science/Technology/Engineering, and Print Media Technician job groups, underutilization of Italian American remained the same.

Craft Workers

Underutilization of Italian American and female employees remained the same in the Laborers and Helpers job group. The College will continue to make good faith efforts to improve these areas of underutilization in the following plan year.

In the Skilled Trades (Not Supervisory) job group, the underutilization of Italian American employees decreased and the underutilization of female employees remained the same, due to a lack of hiring opportunities.

Service Workers

In the Campus Peace Officer job group, underutilization of Italian American employees decreased and underutilization of female employees remained at zero.

In the Campus Public Safety Sergeant job group, underutilization of Italian American employees remained at zero. In the Custodial (Assistant) job groups, the underutilization of Italian American employees remained the same, due to a lack of hiring opportunities. In the Custodial (Supervisory) job groups, the underutilization of Italian American employees remained the same. Underutilization of Italian Americana employees in the Campus Security Assistant job group remained the same. The College will continue to make good faith efforts to improve these areas of underutilization in the following plan year.

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, 2021, and June 1, 2022). 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, the 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, 49 employees gained tenure. Out of the 49 employees who gained tenure, 22 employees were minorities, and 29 employees were women.

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

Appendix F also provides details of exceptions approved through a Search Waiver process. In these cases, it would be highly unlikely we could fill the positions competitively (for example, due to the unique qualifications of the individuals hired). 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 the physical and mental qualifications and the 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 committee members on effective selection practices, including practices aimed at reducing 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, 2021 and May 31, 2022.

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 date of accepted job offer, even if the employee has not started work before June 1. This circumstance explains differences between the personal activity reports and recruitment reports.

Civil Service Hiring

We participated in 22 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 Peace Officers	June 9, 2021 June 11, 2021 August 11, 2021	3 (1 Male/Black; 1 Male/Hispanic)
Campus Security Assistant	December 3, 2021 April 5, 2022	10 (1 Female/Asian; 5 Female/Black; 1 Female/Hispanic; 2 Male/Black;
CUNY Administrative Assistant	May 5, 2022	1 (1 Female/Asian)
CUNY Office Assistant	September 26, 2021 December 8, 2021 January 26, 2022 March 15, 2022 March 16, 2022 April 21, 2022	11 (1 Female/Asian; 1 Female/Black; 1 Female/Hispanic; 4 Female/White; 2 Male/Asian)

IT BDRA	June 14, 2021	18 (4
	June 16, 2021	Female/Asian; 7
	June 17, 2021	Female/Black; 2
	December 30, 2021	Female/Hispanic;
	February 4, 2022	1 Female/White;
	March 1, 2022	2 Male/Hispanic;
	March 25, 2022	2 Male/Black
	April 21, 2022	
Painter	October 26, 2021	1 (1 Male/Black)
Stationary Engineer	August 18, 2021	1

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
- 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 COVID-19 have limited some implementation plans.

Summary of Campus Programs, 2021-2022

Program	Impact/Job Group
Designing for Success: Taking What Works to Scale	BMCC Strategic Plan 2020-2025 Phase I: 2018-2019 In the fall of 2018, BMCC initiated a two-year intentional redesign process entitled Designing for Success, supported by the College's participation in the America Association of Community Colleges' (AACC) Pathways 2.0 project. The purpose of this process was to engage the entire college in a thorough examination and redesign of policies, processes, and practices, as necessary, to enhance student learning and educational outcomes. With the College's 2015-2020 strategic plan coming to an end, the decision was made to use the two-year focus on the institutional redesign as a comprehensive, organic strategic planning process that engaged

Program	Impact/Job Group
	<p>the entire college community.</p> <p>The first phase of this program took place during 2018-2019 through the work of a college-wide Design Team. This team, which included more than 180 faculty, staff, and students, was comprised of the following eight working groups:</p> <ol style="list-style-type: none"> 1. Designing the First Semester Course 2. Designing First Year Success 3. Academic and Career Communities 4. Designing Career Pathways 5. Designing Pedagogy and Research for Student Success 6. Advancing Equity through Programming 7. Advancing Equity through Listening Tours 8. Advancing Equity through Professional Development <p>Phase II: 2019-2020</p> <p>Designing for Success Phase II, which convened members of the College community to develop the 2020-2025 strategic plan, occurred during 2019-2020. A call went out for volunteers to join a total of six committees that were established based on the final recommendations from Phase I. To ensure continuity between the phases leadership and members who served on the Phase I team were asked to serve, while new membership was encouraged as well. The six committees that both new and continuing members served on were:</p> <ol style="list-style-type: none"> 1. Redesign the New Student Enrollment Experience 2. Improve Learning and

Program	Impact/Job Group
	<p data-bbox="862 226 1243 258">Engagement in the First Year</p> <ol style="list-style-type: none"> <li data-bbox="813 268 1268 373">3. Integrate Career Development throughout the Student Experience <li data-bbox="813 384 1227 489">4. Improve Completion and Transfer Rates Through Integrated Support Services <li data-bbox="813 499 1268 562">5. Strengthen our Culture of Care for Students, Faculty, and Staff <li data-bbox="813 573 1268 678">6. Strengthen BMCC's Role in a Thriving NYC and as a Leading Community College Nationally. <p data-bbox="760 751 1292 1392">Over 100 faculty and staff worked across the six strategic planning committees during the 2019-2020 academic year. The leadership of the subcommittees consisted of a faculty and staff member, both of whom worked with a Cabinet member as a Liaison. The chair of the Steering Committee was the Dean for Institutional Effectiveness and Strategic Planning, who worked closely with the Interim President as an ad hoc member and the Associate Director for Assessment as a special assistant to the process. The subcommittees maintained the ability to add members as needed to ensure representation and needed expertise.</p> <p data-bbox="760 1476 1292 1919">The subcommittees began their work by reviewing the Phase I final reports, a series of institutional reports, and information from the focus groups and forums. In addition, faculty and staff forums were conducted in the fall to review the work of and provide comments to the subcommittees. As part of the Phase II process, the college reviewed the mission statement and began work on establishing institutional vision and value statements. These statements went through continued</p>

Program	Impact/Job Group
	<p>revisions into the spring, and the college community voted on whether to keep or revise the existing mission statement, the language in the burgeoning vision statement, and which institutional values should be prioritized. In the end, the community chose to revise the mission statement. The new statement along with the vision and values were presented in the front of this document.</p> <p>DESIGNING FOR SUCCESS STRATEGIC GOALS</p> <p>With an understanding that BMCC seeks to improve student learning and educational outcomes not incrementally, but <i>dramatically</i>, 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:</p> <ul style="list-style-type: none"> ● 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

Program	Impact/Job Group
	<p>members can thrive, and</p> <ul style="list-style-type: none"> ● Strengthen BMCC’s role in creating an equitably thriving NYC.
<p>Race, Equity, and Inclusion (REI) Steering Committee</p>	<p>In October 2020, BMCC created the Race, Equity, and Inclusion (REI) Steering Committee. Race, Equity, and Inclusion at BMCC are centered on the College’s work necessary to understand and address systemic racism to create a more equitable system for individuals and families from historically marginalized groups. The REI Steering Committee actively works to dismantle systemic racism and structural inequality across the BMCC community. As part of its mission, the REI Steering Committee is committed 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.</p> <p>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.</p> <p>REI Goals:</p> <ul style="list-style-type: none"> ● To “move the needle” in a measurable, equitable, and sustainable manner; ● Address systemic inequality and inequities; and ● Work to support all members of our

Program	Impact/Job Group
	<p>campus community.</p> <p>The REI Steering Committee consists of five (6) subcommittees:</p> <ul style="list-style-type: none"> • 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 • Subcommittee 6: Male Scholars of Color <p>Each subcommittee will identify 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.</p> <p>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.</p>

Program	Impact/Job Group
<p>Center for Excellence in Teaching, Learning, and Scholarship (CETLS - BMCC)</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● bell hooks Book Club: The Committee on Race, Equity and Inclusion, the BMCC Library, and CETLS co-sponsored a bell hooks Book Club during the Spring 2022 semester. In honor of Dr. hooks' legacy and to further our work on culturally relevant, anti-racist, and trauma-informed pedagogy, the participants read <i>Teaching to Transgress: Education as the Practice of Freedom</i> by bell hooks.

Program	Impact/Job Group
	<ul style="list-style-type: none"> Assisting Students with Disabilities in the Current Learning Environment, April 14, 2022: Presented by the Office of Accessibility, this discussion focused on accessibility and accommodations under the ADA. Specifically, the workshop focused on how the COVID-19 pandemic impacted students, particularly those with disabilities, and how to best support those who have been disparately impacted. Invisible Disabilities, Stigma, and Student Veterans, April 14, 2022: Presented by Professor Patrick Flint, Academic Literacy and Linguistics Department, this workshop focused on the student veteran population at BMCC. The workshop explored what it's like to serve in the military, and how those values, work ethics, and lifestyle elements affect veterans as they transition into the civilian world, and into the classroom. Additionally, the workshop explored invisible disabilities, as well as stigmatization as they pertain to student veterans.
New Faculty Orientation: EEO and Sexual Harassment Training for New Faculty	<p>On August 22, 2022, 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. The training focused on CUNY's policies on equal opportunity, non-discrimination, sexual harassment, and reasonable accommodations. During the New Faculty</p>

Program	Impact/Job Group
	Orientation, new faculty members also received information about tenure and promotion procedures.
EEO Training – Office of Compliance and Diversity	<p>During the plan year, members of the Office of Compliance and Diversity attended various EEO training, including the following:</p> <ul style="list-style-type: none"> ● Practicing Law Institute Virtual Discussion on Sexual Assault and Sexual Harassment, June 14 & 15, 2021 ● State University of New York Part I - Clery Primer: Clery Act in a Changing Environment, July 19, 2021 ● State University of New York Part II - ASR Training Webinar with the Clery, July 26, 2021 ● State University of New York Part III - Virtual ASR Workshop, August 2, 2021 ● Holland & Knight U.S Department of Education's Updated Q&A Regarding Title IX Regulations on Sexual Harassment, August 2, 2021 ● Mariana Strategies, DEI Consultant, Inclusive Leadership Strategies What Leaders Need to Know, August 12, 2021 ● City University of New York Sexual Misconduct Panel Training, October 20, 2021 ● New York State Bar Association Public Forum - Taskforce on Racism, Social Equity, and the Law, October 25, 2021 ● City University of New York Appointed Cross Examination Advisors Training, November 22, 2021

Program	Impact/Job Group
	<ul style="list-style-type: none"> • City University of New York General Overview of Title IX and the CUNY Policy on Sexual Misconduct, October 14, 2021 • City University of New York Tabletop Training 2022: Investigations - Nuts & Bolts, April 7, 2022 • U.S Department of Education, Office for Civil Rights Public briefing on the proposed amendments to the Title IX regulations, June 24, 2022 • New York City Law Department Identifying Information Law: A Summary and Guide, January 20, 2022 • SUNY Student Conduct Institute Using the SCI Casebook to Understand Title IX Litigation, January 12, 2022 • City University of New York Informal Resolution Facilitator's Training, November 22, 2021 • Saul Ewing Arnstein & Lehr Workplace Initiatives and Strategies for Employers ("WISE") Forum - Return to Office, Vaccine Policies & Leave Issues, September 22, 2021 • Saul Ewing Arnstein & Lehr Labor & Employment Executive Series, October 27, 2021 • State University of New York IX in 5: Title IX Expectations for the Next Five Years, July 27, 2021 • National Association of College and University Attorneys (NACUA) Briefing COVID-19 Panel Discussion, September 14, 2021 • HR Forum New York Based Discussion on the Hero Act and Religious Accommodations, October

Program	Impact/Job Group
	<p>27, 2021</p> <ul style="list-style-type: none"> ● Jackson Lewis P.C., Annual Disability and Leave Management Symposium: Leave it to Us, November 1, 2021 ● Aspen Institute College Excellence Program Equitable Pathways to Good Jobs Follow-Up Workshop ● Berkshire What We Learned from the OFCCP in 2021, November 16, 2021 ● National Association of College and University Attorneys (NACUA) Briefing NY Meeting, November 17, 2021 ● Student Conduct Institute SUNY Using the SCI Casebook to Understand Title IX Litigation, January 12, 2022 ● Seyfarth Shew LLP New York Employment Law Update: Review of 2021 and Outlook for 2022, January 13, 2022 ● National Association of College and University Attorneys (NACUA) Briefing NY Meeting, January 19, 2022 ● The Chronicles of Higher Education Students and Freedom of Expression on Campus, January 25, 2022 ● New York City Law Department Identifying Law: A Summary and Guide, January 20, 2022 ● Comcast NBCUniversal Advancing Racial Equity Through Social Entrepreneurship, February 10, 2022 ● National Association of College and University Attorneys (NACUA) Briefing NY Meeting, March 23, 2022

Program	Impact/Job Group
	<ul style="list-style-type: none"> • New York City Law Department Post Employment Provisions of the New York City Conflict of Interest Law/New Rules, March 30, 2022 • US Environmental Protection Agency You Can't Manage What You Don't Measure: Monitoring IAQ in Schools for Improved Health, May 19, 2022 • 2022 Periodic Review of MSCHE Standards for Accreditation and Requirements if Affiliation, February 8, 2022 • Department of the Navy Sexual Assault, Sexual Harassment & Suicide Prevention and Response Office (DON SAPRO) and Howard University Virtual National Discussion on Sexual Assault and Sexual Harassment, April 6, 2022 • Equal Employment Opportunity Commission (EEOC) Theories of Discrimination and Models of Proof, May 18, 2022 • Equal Employment Opportunity Commission (EEOC) Workplace Harassment and Retaliation, May 18, 2022 • Equal Employment Opportunity Commission (EEOC) Religious Accommodations, May 24, 2022 • Equal Employment Opportunity Commission (EEOC) Case Updates Title VII Protections, May 24, 2022 • Equal Employment Opportunity Commission (EEOC) Case Updates ADA/Rehabilitation Protections, May 25, 2022 • Jackson Lewis P.C What OFCCP's Enhanced Enforcement Means for You, June 1, 2022

Program	Impact/Job Group
Employee Sexual Misconduct Prevention and Response Course (E-SPARC)	<p>Fostering employee growth and development is a critical component of the College's mission. All College employees were required to complete the Employee Sexual and Interpersonal Violence Prevention and Response Course (E-SPARC), an annual online training program to learn about CUNY's Sexual Misconduct Policy, the complaint process, and available resources.</p>
National Association of Diversity Officers in Higher Education (NADOHE)	<p>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:</p> <ul style="list-style-type: none"> ● 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
EEO and Sexual Harassment Training for BMCC Community	<p>The Office of Compliance and Diversity provided EEO and Sexual Harassment training to the following groups during the plan year: new faculty, new students, peer mentors, Student Government Association (SGA), and staff and faculty from various departments.</p>

Program	Impact/Job Group
	<p>During the plan year, the Office of Compliance and Diversity provided training to approximately 193 students and 67 employees.</p>
<p>ADA Accommodations & Best Practices Training</p>	<p>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 fall of 2021 and spring 2022, the Chief Diversity Officer presented training on disability accommodations best practices to the Office of Accessibility, Enrollment Management and Human Resources employees.</p>
<p>Implicit Bias Training for Departmental Personnel and Budget Committees: Recruiting and Retaining a Diverse Faculty</p>	<p>On 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. 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 to strengthen the recruitment of diverse faculty.</p>
<p>Women's Resource Center</p>	<p>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</p>

Program	Impact/Job Group
	<p>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.</p> <p>Throughout the plan year, WRC provided a robust program of events and learning opportunities for employees and students.</p> <p>WRC hosted information sessions and workshops for Breast Cancer Awareness month in fall 2021, including a self-breast exam workshop with the Maurer Foundation and a breast cancer awareness exhibition gallery, entitled “My Body is My Temple.”</p> <p>In fall 2021, WRC hosted workshops and events promoting awareness of gender-based violence, including “How Trauma Affects Survivors,” a virtual gathering about the long-term effects of domestic violence on survivors and victims of domestic violence, and Trans Day of Remembrance Vigil, an opportunity for communities to come together and remember transgender people, gender-variant individuals, and those perceived to be transgender, who have been murdered because of hate.</p> <p>WRC also held events for Pride Month & LGBTQIA+ in fall 2021 and spring 2022. These events included the following: Gender and Queer Issues in the Workplace, Queer Identities in the Workplace, Queer History, and Lesbian and Bi-Sexual Love in</p>

Program	Impact/Job Group
	<p>Movies.</p> <p>WRC 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.</p> <p>BMCC provides training for faculty and staff participants to learn how to become better allies and create safe and inclusive spaces for the Queer community at BMCC. Participants explore LGBTQIA+ identities, gender, sexuality, and intersectionality while examining prejudice, societal expectations, and privilege.</p>
LGBTQIA+	<p>At BMCC, we 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.</p> <p>On October 15, 2021, and April 19, 2022, the College presented SafeZone training to the College community. SafeZone Training</p>

Program	Impact/Job Group
	<p>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, 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.</p> <p>Pride Month: Although Pride Month is celebrated nationally in June, BMCC celebrated Pride Month in October since many campus members are away for summer break in June.</p> <p>The Pride Month Committee planned a robust and diverse month-long celebration of Pride Month events. Listed below are the various events BMCC held throughout the month of October 2021.</p> <p>Kick-Off Celebration, On October 7: The Opening Ceremonies of Pride Month featured various speakers, including André Thomas, co-chair of NYC Pride and the very first African American male elected to the position of co-chair.</p> <p>Pride Mentoring Network, October 15: This event created a space for students to get to know faculty and staff members at BMCC who are interested in serving as mentors through the newly launched BMCC Pride Mentoring Network.</p> <p>Queer Representations in Popular Culture,</p>

Program	Impact/Job Group
	<p>October 14: At this event, participants examined and discussed various representation of Queer identity appearing in popular culture, such as films, television shows, and comic books.</p> <p>If it's Not Clear, Am I Queer? A Discussion About Labels, October 19: At this event, participants explored the role that labels play in each of our lives.</p> <p>Let's Talk Pronouns, October 20: In celebration of International Pronoun Day, this event created a space for participants to discuss pronouns. The event included opportunities for participants to share their personal journeys to identify their pronouns, pronoun etiquette, and what to do in situations of misgendering.</p> <p>On November 18, 2021, the College held a "Trans Day of Remembrance Vigil" to provide the BMCC community an opportunity to come together and remember transgender people, gender-variant individuals, and those perceived to be transgender, who have been murdered because of hate.</p>
Anti-Racist Resources	<p>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.</p> <p>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-</p>

Program	Impact/Job Group
	<p>identified individuals and communities.</p> <p>The BMCC Counseling Center also offers a series of online groups and workshops to address anti-racist needs. Some of the online groups include:</p> <ul style="list-style-type: none"> ● Our Black Voices: This group is designed for Black people across the diaspora (Africa, the Caribbean, United States, Latin America, and around the world). The group offers a space to breathe with some ease in knowing you are not alone, collectively grieve injustice and celebrate Black Excellence. Group leaders assist members in the development of daily practices to encourage self-care and self-love even in the midst of chaos. ● Support Group for Asian-identified individuals: This is a safe space for Asian-identified individuals to come together and provide support for each other. ● LGBTQ+ Students: Connecting and Supporting Each Other. This is a safe and confidential group for BMCC LGBTQ+ identified individuals. ● Women of Courage: This group is designed to nourish the individual and collective experiences of women.
<p>Anti-Racist Pedagogy Summer Workshops and Faculty/Student Fellowships</p>	<p>The President's Fund for Excellence and Innovation was established in December 2020 through the generous and ground-breaking donation of philanthropist and author MacKenzie Scott, in recognition and support of the exceptional mission and success of BMCC. The Anti-Racist Pedagogy</p>

Program	Impact/Job Group
	<p data-bbox="748 239 1344 352">Summer Workshops and Faculty/Student Fellowships was one of seven team projects awarded funding for its project.</p> <p data-bbox="748 394 1344 793">The Anti-Racist Pedagogy Project aims to increase awareness and implementation of anti-racist pedagogical practice at BMCC by offering faculty opportunities to explore race, racism, racial identity, anti-racism, and anti-racist pedagogy. The Anti-Racist Pedagogy Project supports BMCC's strategic goals including Strategic Goal 5: Strengthen our Culture of Care for Students, Faculty and Staff.</p> <p data-bbox="748 835 1344 1360">The Anti-Racist Pedagogy Working Group, in collaboration with CETLS, began implementation of the project in summer 2021 and continued its expansion with ongoing faculty and student development throughout the 2021-2022 academic year. The project built 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.</p> <p data-bbox="748 1402 1344 1885">The overall objective of the 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</p>

Program	Impact/Job Group
	<p>and spring semesters.</p> <p>In spring 2022, faculty fellows led a series of workshops on topics including racial identity, the legacy of bell hooks, critical race theory, and microaggressions. Fellows were available for one-on-one or group coaching and departmental visits.</p> <p>During the week of June 13-17, 2022, an intensive workshop was offered in which participants learned anti-racist teaching strategies and redesigned their course curriculum and syllabi to include anti-racist pedagogy.</p> <p>The following workshops were conducted in spring 2022:</p> <ul style="list-style-type: none"> ● Racial Microaggressions in Education, May 9, 2022: This discussion, facilitated by Professor Kirsten Cole, Teacher Education Department, and Angela Polite, Speech, Communications, and Theatre Arts Department, focused on how microaggressions impact our capacity to build supportive learning communities. In this session, participants explored strategies for identifying and responding to microaggressions, drawing from real-life scenarios in their work at BMCC. ● CRT and CRT: Critical Race Theory and Culturally Relevant Teaching, April 7, 2022: This discussion, facilitated by Professor Kirsten Cole, Teacher Education Department, and Angela Polite, Speech, Communications, and Theatre Arts Department, focused

Program	Impact/Job Group
	<p>on work that strengthens individual and collective capacity for anti-racist pedagogy, by considering the long shadow that educational histories cast on the work of faculty today. This workshop explored these histories and discussed how CRT and CRT offer a guide as we move into the future.</p> <ul style="list-style-type: none"> ● Reflecting on our Identities in Anti-Racist Pedagogy, February 17, 2022: This discussion, facilitated by Professor Kirsten Cole, Teacher Education Department, and Angela Polite, Speech, Communications, and Theatre Arts Department, focused on identities that shape the lens through which faculty view their work at BMCC and how students experience faculty. At this session, faculty reflected on their own racial identity development, discussed implicit bias, and considered the impact on faculty, students, and pedagogy. ● The Impact of bell hooks: Black Feminism, Engaged Pedagogy & Intersectionality, March 14, 2022: This session discussed hooks' life and legacy and reflected on the implications of her work on anti-racist pedagogy and other educational practices.
Social Justice & Equity Centers	<p>Social Justice & Equity Centers (SJEC) was one of seven team projects awarded funding from the President's Fund for Excellence and Innovation, described above.</p>

Program	Impact/Job Group
	<p>Established during the plan year, SJEC created an umbrella department housing the already established WRC, a new Multicultural Center (MCC), Pride Center (PC), and Social Justice Programs (SJP). SJEC's mission is to provide engaging programs, events, workshops, and training that serve and empower all students, faculty and staff across all intersectional identities while educating and serving the entire campus community to foster a sense of belonging, advocacy, and allyship.</p> <p>The SJEC will use inter-community (for) and intra-community (about) programming models resulting in the overall communal advancement of BMCC. The Centers have provided space for 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. Planned activities include affinity/dialogue series, cultural celebrations, undocu-ally training, speaker series, and an institutionalized SafeZone Training.</p>
Black Studies Across the Americas	<p>The Department of Ethnic and Race Studies partnered with the Office of Internships and Experiential Learning for a collaborative international research program, "Black Studies Across the Americas." This hybrid program, which was an award recipient of the President's Fund for Excellence and Innovation, virtually brings scholars from national and international institutions to BMCC, to learn more about the study of Africans and Afro-descendants across the Americas. The</p>

Program	Impact/Job Group
	<p>program enrolled 18 students during its first semester in spring 2022.</p> <p>During the plan year, BMCC faculty, staff and students worked closely with researchers at outside institutions including Ohio State University’s Center for Latin American Studies, as well as New York University’s Center for Latin American and Caribbean Studies.</p> <p>Through weekly workshops, meetings and one-on-one mentorship, the students conduct research and create new Black Studies academic course materials. At the end of the semester, those materials are shared on OpenLab making them available to educators across the globe. The BMCC-produced content—lesson plans, booklets, videos and digital course materials—can be incorporated into subject areas where Black studies are not typically found, such as business, math and science courses.</p> <p>The program’s team leaders include faculty members from the Department of Ethnic and Race Studies and staff from the Office of Internships and Experiential Learning. They work closely with other BMCC faculty members from various academic disciplines who serve as mentors to the cohorts.</p> <p>The projected timeline of the project was one year. Black Studies Across the Americas team leaders would like the program to become a permanent fixture at BMCC.</p> <p>The Black Studies Across the Americas project relates to the BMCC Strategic Plan including Strategic Goal #6: Strengthen BMCC’s role in a thriving NYC and as a</p>

Program	Impact/Job Group
	leading community college nationally.
Mental Health and Wellness	<p>The College provided faculty and staff resources to promote mental health and wellness in the midst of a uniquely challenging year.</p> <ul style="list-style-type: none"> ● 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 offers faculty, students, and staff resources for promoting wellness and finding support in a time of crisis.

2022-2023 PLANNED PROGRAMS

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

Planned Campus Programs, 2022-2023

Program	Expected Impact/Job Group
Designing for Success: Taking What Works to Scale	<p>BMCC Strategic Plan 2020-2025</p> <p>With an understanding that BMCC seeks to improve student learning and educational outcomes not incrementally, but <i>dramatically</i>, four goals were developed to drive the Designing for Success Strategic Planning process. As a</p>

Program	Expected Impact/Job Group
	<p>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.</p> <p>The resulting strategic priorities for Designing for Success are:</p> <ul style="list-style-type: none"> ● 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. <p>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:</p> <ul style="list-style-type: none"> ● Scale in-person and virtual programming and interventions to bolster a sense of belonging within the College community

Program	Expected Impact/Job Group
	<ul style="list-style-type: none"> ● 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 <p>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:</p> <ul style="list-style-type: none"> ● 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	<p>In the 2022-2023 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</p>

Program	Expected Impact/Job Group
	<p>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, and 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.</p>
<p>Anti-Racist Pedagogy Summer Workshops and Faculty/Student Fellowships</p>	<p>The Anti-Racist Pedagogy Summer Workshops and Faculty/Student Fellowships was one of seven team projects awarded funding from the President's Fund for Excellence and Innovation.</p> <p>The Anti-Racist Pedagogy Project, described in detail above, aims to increase awareness and implementation of anti-racist pedagogical practice at BMCC by offering faculty opportunities to explore race, racism, racial identity, anti-racism, and anti-racist pedagogy. The Anti-Racist Pedagogy Project supports BMCC's strategic goals including Strategic Goal 5: Strengthen our Culture of Care for Students, Faculty and Staff.</p> <p>The overall objective of the project is to increase awareness and implementation of</p>

Program	Expected Impact/Job Group
	<p>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.</p> <p>In fall 2022, faculty fellows will continue to lead a series of workshops on topics, including racial identity, the legacy of bell hooks, critical race theory, and microaggressions. Fellows are also available for one-on-one or group coaching and departmental visits.</p> <p>The following programs will be offered in fall 2022:</p> <ul style="list-style-type: none"> ● Laying the Foundation for Anti-racist Pedagogical Practice: Discussing Race, Racism and other Essential Terms (Part I), September 22, 2022: ● Laying the Foundation for Anti-racist Pedagogical Practice: Reflecting on our identities and positionality (Part II), September 29, 2022 ● Recognizing and Interrupting Racial and Intersectional Microaggressions in Education, October 13, 2022 ● Empowering Our Students Through Critical Race Theory, November 16, 2022
Social Justice & Equity Centers	<p>Social Justice & Equity Centers (SJEC) was one of seven team projects awarded funding from the President’s Fund for Excellence and</p>

Program	Expected Impact/Job Group
	<p>Innovation, described above.</p> <p>Established during the plan year, SJEC created an umbrella department housing the already established WRC, a new Multicultural Center (MCC), Pride Center (PC), and Social Justice Programs (SJP). SJEC’s mission is to provide engaging programs, events, workshops, and training that serve and empower all students, faculty and staff across all intersectional identities while educating and serving the entire campus community to foster a sense of belonging, advocacy, and allyship.</p> <p>The SJEC will use inter-community (for) and intra-community (about) programming models resulting in the overall communal advancement of BMCC. The Centers have provided space for 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. Planned activities include affinity/dialogue series, cultural celebrations, undocu-ally training, speaker series, and an institutionalized SafeZone Training.</p>
<p>Black Studies Across the Americas</p>	<p>The Department of Ethnic and Race Studies partnered with the Office of Internships and Experiential Learning for a collaborative international research program, “Black Studies Across the Americas.” This hybrid program, which was an award recipient of the President’s Fund for Excellence and Innovation, virtually brings scholars from national and international institutions to BMCC, to learn more about the study of Africans and Afro-descendants across the</p>

Program	Expected Impact/Job Group
	<p>Americas.</p> <p>BMCC faculty, staff and students worked closely with researchers at outside institutions including Ohio State University's Center for Latin American Studies, as well as New York University's Center for Latin American and Caribbean Studies.</p> <p>Through weekly workshops, meetings and one-on-one mentorship, the students conduct research and create new Black Studies academic course materials. At the end of the semester, those materials are shared on OpenLab making them available to educators across the globe. The BMCC-produced content—lesson plans, booklets, videos and digital course materials—can be incorporated into subject areas where Black studies are not typically found, such as business, math and science courses.</p> <p>The program's team leaders include faculty members from the Department of Ethnic and Race Studies and staff from the Office of Internships and Experiential Learning. They work closely with other BMCC faculty members from various academic disciplines who serve as mentors to the cohorts.</p> <p>The Black Studies Across the Americas project relates to the BMCC Strategic Plan including Strategic Goal #6: Strengthen BMCC's role in a thriving NYC and as a leading community college nationally.</p> <p>The project, which currently has a projected timeline of one year, is ongoing and will continue into spring 2023.</p>
Working Group to Review Recruitment and Hiring Practices	<p>Beginning in Fall 2022, a working group composed of members of the Office of</p>

Program	Expected Impact/Job Group
	Human Resources, Office of Academic Affairs, and Office of Compliance and Diversity will examine all recruitment and hiring practices and make recommendations for reform. Reform efforts will specifically focus on strengthening diversity and inclusion in the recruitment process.
Implicit Bias Training for Departmental Personnel and Budget Committees: Recruiting and Retaining a Diverse Faculty	In November 2022, the Office of Academic Affairs and the Office of Compliance and Diversity will partner to provide training sessions to all Departmental Personnel and Budget Committees on best practices to achieve equity in the recruitment process. The training will highlight how implicit bias can negatively impact the hiring process and equal opportunity in recruitment. Attendees will be provided strategies to minimize implicit bias in the hiring process in order to strengthen the recruitment of diverse faculty.

ONGOING ACTIVITIES

CUNY's University Human Resources office lists job vacancies with State Workforce Agencies and veterans' centers and maintains consolidated advertising programs, including job boards serving veterans, individuals with disabilities, women, and protected minorities. The office maintains accounts for university-wide job postings and outreach, including the Higher Education Recruitment Consortium. It also provides training to Chief Diversity Officers and campus Human Resources personnel.

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

In 2021-2022, the University continues to implement a University-wide online training program for faculty and staff on sexual harassment prevention.

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 members. The Chief Diversity Officer and Digital Recruiter coordinate resources to ensure that diversity outreach efforts to recruit faculty and staff 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, Latino Professionals, Latino Leadership Institute, National Black MBA Association, National Association of Asian American Professionals, Woman in technology, Professionals with Disabilities, National Italian American Foundation, Recruit Military, Hire Heroes USA, Black Career Women's Network, Black Enterprise Networked, Black Professionals Network, Twitter Diversity Nursing, Minority Nurses and Women in Higher Education. This ensures that faculty and staff openings are widely distributed to a diverse applicant pool.

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

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 employment opportunity. Before positions are posted, the Office of Compliance and Diversity works with the hiring managers to develop a tailored 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, non-discrimination, and affirmative action policies, as well as best practices for minimizing implicit bias and promoting equal opportunity in the hiring process.

The Digital Recruiter was transferred from the Office of Human Resources to the Office of Compliance and Diversity in August 2019. This restructuring has enhanced the Digital Recruiter's ability to work closely with the Chief Diversity Officer to create and improve strategies to promote strategic and tailored 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 students, student government association (SGA), peer mentors, and various faculty and staff departments. During the plan year, the Office of Compliance and Diversity provided in-person training to approximately **193** students and **67** employees.

In spring 2022, the Office of Compliance and Diversity provided training on disability accommodations to Accelerated Study in Associate Programs (ASAP) staff and academic departments. The training focused on the process for requesting reasonable accommodations in the era of the COVID-19 pandemic. 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 to discuss strategies for promoting diversity and inclusion and implementing best practices, specifically tailored to meet the needs of their individual departments.

During the course of the last plan year, BMCC sponsored multiple events to celebrate the diversity on our campus. This included celebrating heritage months, which included a wide range of exhibits, discussions, films, and speakers:

- Hispanic Heritage Month 2021 - Latinx Women in Social Work: On November 17, 2021, the [Human Services](#) program hosted a discussion on determination, perseverance, and success,

narrated by four extraordinary Latinx women. The guest speakers were Claudia Espinosa BA, MA, Ed.M., Gisele Rodriguez, LCSW, Erica P. Sandoval, LCSW-SIFI, and Yesenia Valoy, BBA. Guest speakers shared their stories as former college students/BMCC graduates and how their college journey has led them to their successful careers.

- Italian Heritage Month 2021: On October 26, 2021, BMCC celebrated Italian Heritage Month virtually, with music, poetry, and also raised breast cancer awareness. Guests included Ruth Vega from the American Italian Cancer Foundation.
- Afrikan Heritage Month 2022, Emerging: To celebrate Afrikan Heritage Month: BMCC held a series of events throughout the month of February.
 - Tracee Loran Presents: Black History Baddies, February 15: Presented by BMCC Theatre Program and Center Stage Theatre Club, this event with Tracee Loran highlighted amazing Black women in history.
 - Understanding Your Cultural Strength: Robert Cortes, [BMCC Counseling Center](#), led this conversation on recognizing how your cultural strengths can increase your ability to overcome obstacles and challenges in your academic and personal life.
 - 500 Years in Search of Freedom - Anti-Blackness in the Americas: This panel discussion by the [Department of Ethnic and Race Studies](#) focused on the transatlantic slave trade, slavery and sugar in Puerto Rico, and racism today.
 - Black Innovators and Entrepreneurs Panel: At this event, a powerful mix of Black innovators, entrepreneurs, educators, and business professionals, including several BMCC alumni, shared their personal and professional journeys. Panelists provided strategies, tools, and insight for collegiate and professional success.
 - With These Hands - Documentary Screening and Discussion: Participants viewed and discussed “With These Hands,” a documentary about the impact of land, food, healing, wellbeing, community, entrepreneurship, and justice for Black people in the United States.
 - Black Women in STEM — Past, Present and Future: This presentation highlighted Black women who have made impacts in the fields of science, technology and medicine.
- Asian Heritage Month 2022 – To celebrate BMCC’s 33rd Annual Asian Heritage Month, BMCC held the following events throughout the month of April:
 - Asian Heritage Month Opening Games: Table Tennis - On April 6, 2022, BMCC presented its inaugural tournament between students, staff, and faculty in the sport of table tennis (ping pong).
 - Film Screening: Touch of the Light - Screening and post-screening discussion of “Touch of the Light,” an inspirational and transformative autobiographical drama, set in Taiwan, about the friendship between a blind piano prodigy and an aspiring dancer working at a tea shop. Professor Vincent (Tzu-Wen) Cheng, Speech, Communications, Theatre Arts Department, led the post-screening discussion.
 - Film Screening: East Side Sushi - Screening and post-screening discussion of “East Side Sushi,” an inspirational and transformative drama, set in Oakland, California, about a young Latina single mother pursuing the unlikely dream of becoming a sushi chef to provide a better future for her family. Professor Vincent (Tzu-Wen) Cheng, Speech,

- Communications, Theatre Arts Department, led the post-screening discussion.
- Martial Arts Demonstration: Dr. Ling Luo and martial arts masters, an informative and entertaining demonstration of martial arts movements and their significance.
 - Film Screening: Hichki - Screening and post-screening discussion of “Hichki,” an inspirational and transformative comedy-drama, set in India, about how a woman suffering from Tourette’s syndrome turns her biggest challenge into her greatest strength. Professor Vincent (Tzu-Wen) Cheng, Speech, Communications, Theatre Arts Department, led the post-screening discussion.
 - Inside the Japanese Publishing Industry - The Center for Career Development collaborated with the Asian Heritage Month Committee to present “Inside the Japanese Publishing Industry,” an event focused on working in Japan or in the Japanese publishing industry. At the event, participants received expert advice from Mari Nishino, English Manga Editor and Proofreader for Kodansha.
 - Healing Foods and National Trees and Flowers of Asia - Presenters from all across BMCC discussed healing foods, national plants, and flowers from each of their countries of Asia.
 - Film Screening: My Voice, My Life - Screening and post-screening discussion of “My Voice, My Life,” an inspirational and transformative documentary, set in Hong Kong, about a group of under-privileged Hong Kong youngsters who underwent six months of vigorous trainings to produce a musical on stage. Professor Vincent (Tzu-Wen) Cheng, Speech, Communications, Theatre Arts Department, led the post-screening discussion.
 - Peace in the Heart, Peace in the World Meditation - This event included a circle discussion and meditation session.
 - Film Screening: Yellow Rose - Screening and post-screening discussion of “Yellow Rose,” an inspirational and transformative musical drama, set in Texas, about Rose, an undocumented 17-year-old Filipina, who dreams of one day leaving her small Texas town to pursue her country music dreams. The event included a guest appearance by Cecilia Mejia, producer of “Yellow Rose” and post-screening discussion led by Professor Vincent (Tzu-Wen) Cheng, Speech, Communications, Theatre Arts Department.
 - Mindful Awareness: Staying in the Moment - This workshop taught attendees techniques to help navigate the semester.
 - Film Screening: Learning to Skateboard in a Warzone (If You’re a Girl) and Kumu Hina - Screening and post-screening discussion of “Learning to Skateboard in a Warzone (If You’re a Girl)” and “Kumu Hina,” two inspirational and transformative documentaries, one set in Afghanistan and the other set in Hawaii. “Learning to Skateboard in a Warzone (If You’re a Girl)” is an Academy-Award winning documentary short about Skateistan, a non-profit skate school whose mission is to help girls from impoverished neighborhoods learn to read, write, and skateboard in Kabul Afghanistan, where young women are not allowed to participate in sporting activities. “Kumu Hina” is an autobiographical documentary about a transgender Native Hawaiian teacher who inspires a young girl to become the leader of her school’s all-male hula troupe. Professor Vincent (Tzu-Wen) Cheng, Speech, Communications, Theatre Arts Department, led the post-screening discussion.

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

- Veterans Resource Center held “Welcome Back” events for student veterans in fall 2021 and spring 2022.
- Veterans Resource Center celebrated student veterans by celebrating the following U.S. military holidays: U.S. Coast Guard’s 232nd birthday celebration, U.S. Air Force’s 75th birthday celebration, U.S. Navy’s 247th birthday celebration, U.S. Marine Corps’ 247th birthday celebration; U.S. Army's 247th birthday celebration.

On a weekly basis, the Organization for Student Veterans meets to discuss matters of mutual interest and to plan club activities and events. 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 this 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 programs with management
- Advising management of program effectiveness and providing recommendations for improvement.

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

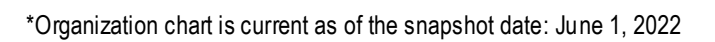
APPENDICES

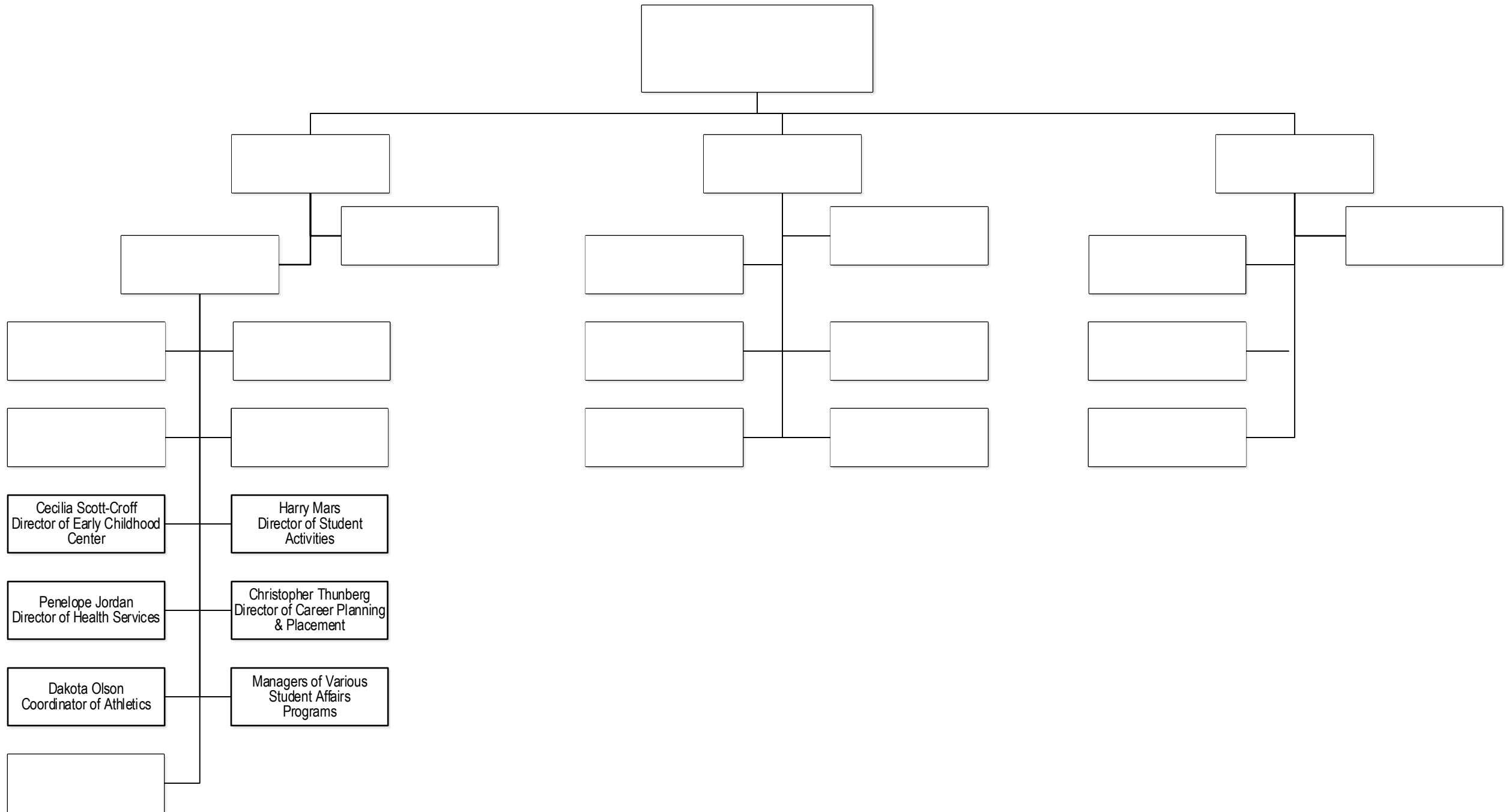
- A. SUMMARY ORGANIZATION CHART
- B. RE-AFFIRMATION LETTER
- C. JOB GROUPS AND LABOR MARKET AVAILABILITY
- D. ACADEMIC DEPARTMENTS BY DISCIPLINE AND COLLEGE LAB TECHNICIAN CATEGORY
- E. UTILIZATION ANALYSIS (ADMINISTRATORS AND STAFF, COLLEGE LAB TECHNICIANS, FACULTY)
- F. SUMMARY OF PERSONNEL ACTIVITIES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

Appendices for the 2021-2022 Affirmative Action Plan

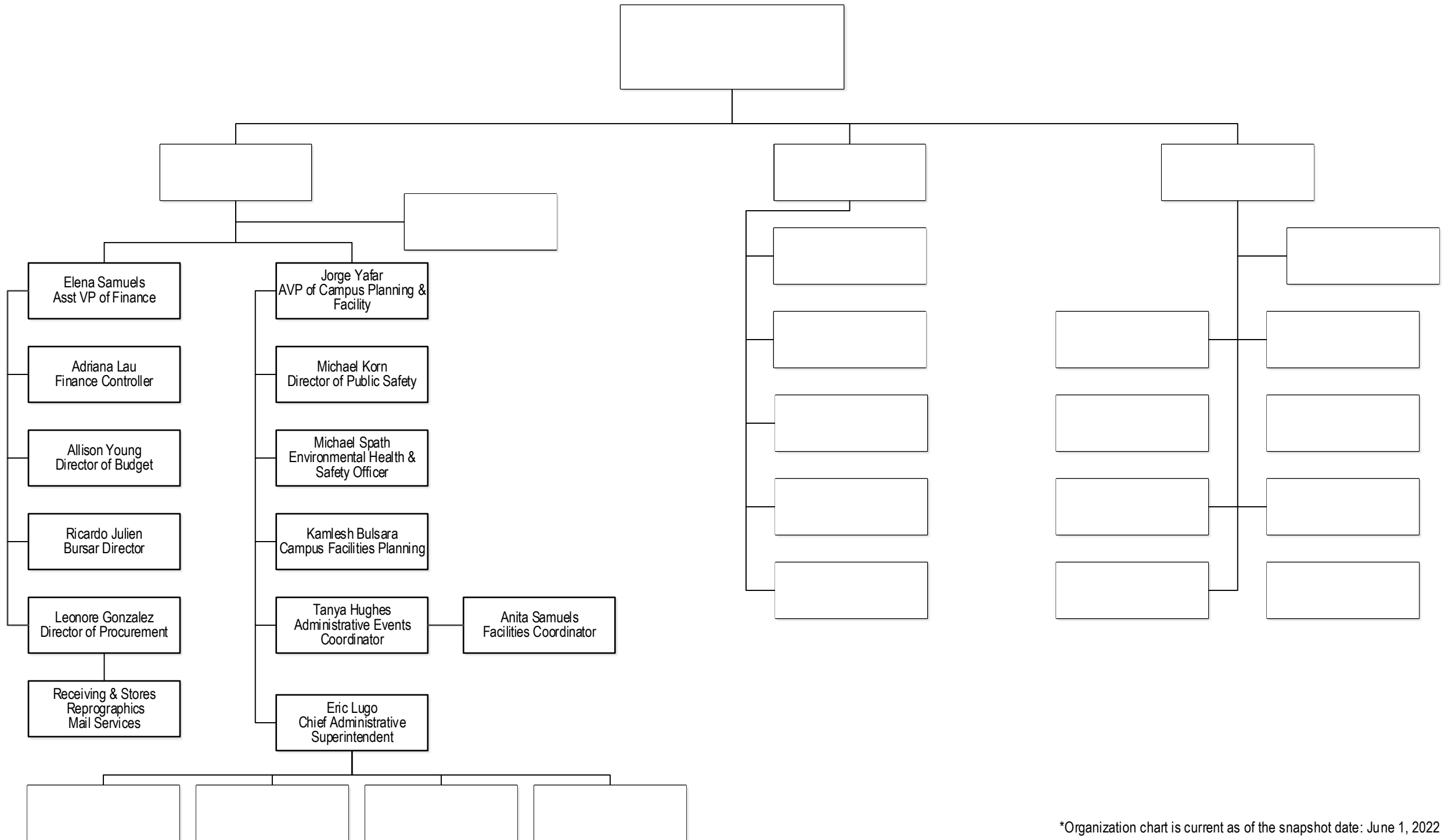
Appendix A Organization Chart

This Appendix contains a summary organization chart.

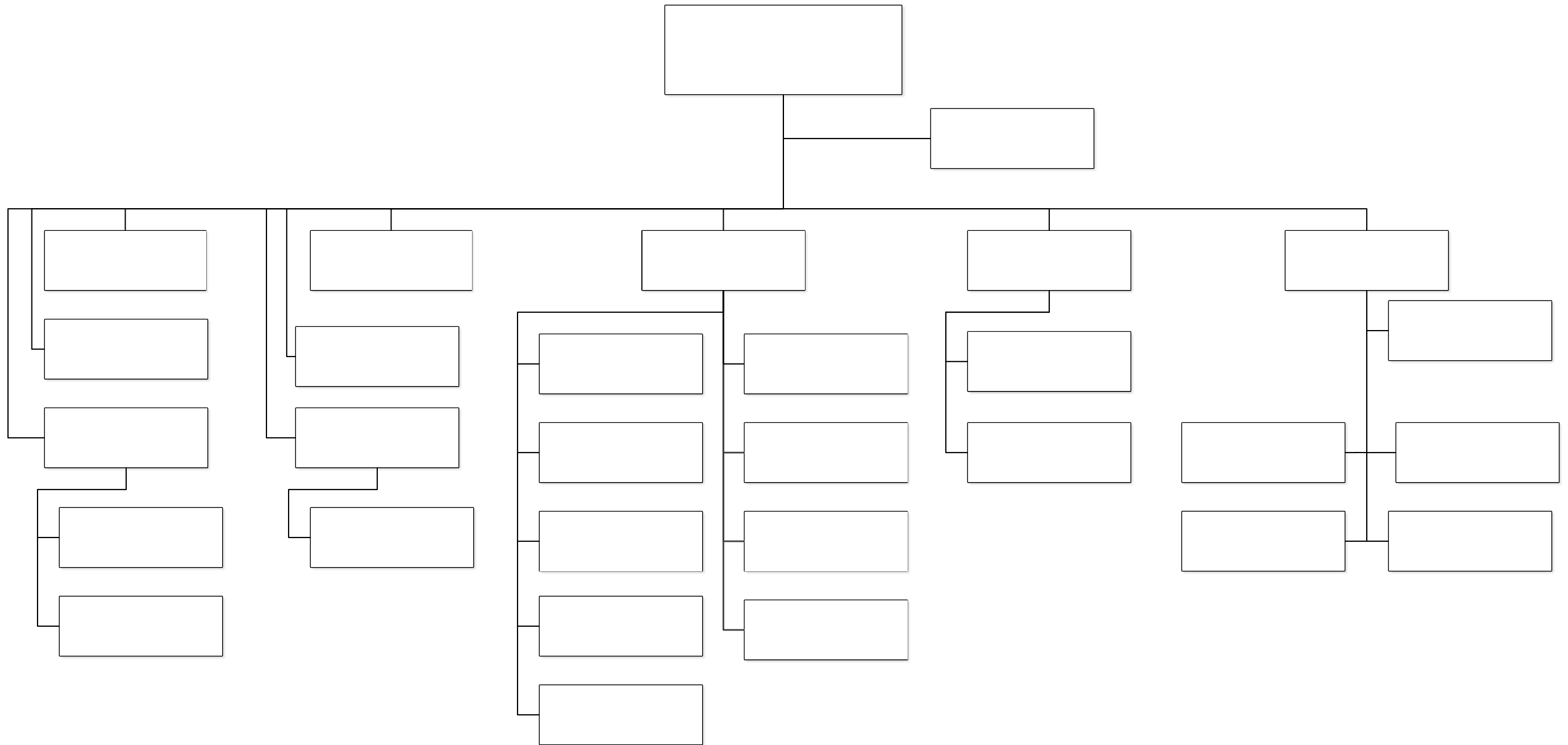




*Organization chart is current as of the snapshot date: June 1, 2022



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Appendix B

Reaffirmation Letter

This Appendix contains the most recent Reaffirmation Letter.



Office of the President

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The City University of New York
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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. BMCC is a diverse teaching and learning community committed to advancing equity and the intellectual and personal growth of students. At BMCC, we value the rich diversity of experience and knowledge that the entire community brings to the College. 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. 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. Additionally, 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 S735. 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](http://www.bmcc.cuny.edu) and [CUNY](http://www.cuny.edu) 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](#).



Office of the President

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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

Date: September 22, 2022

Appendix C Job Group Summary

This Appendix contains a summary of affirmative action job groups.

This report lists those CUNY job groups for which the college has employees, with Labor Market Availability (LMA) factors.

LMA Factor 1 estimates the external labor market.

LMA Factor 2 is a measurement of employees who could be recruited or promoted into the group based on historical data for CUNY.

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

This report lists both full-time and part-time appointments. The following business rules apply to part-time appointments for this report: if an employee has an active full-time appointment in the same department, part time appointments in the department are omitted. If an employee has multiple part-time appointments in the same department and in the same title, that appointment is counted only once. Other multiple part-time appointments are reported. The number of appointments will be larger than the number of employees.

New CUNY job titles 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.

This Appendix describes the job group assignments for titles held by employees in the unit, with Labor Market availability details. 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 updated this estimate in 2019.

Weighting of Internal/External Labor Market

The internal labor market is university-wide and currently reflects the full-time employee population. We produced a weighted estimate based on the previous two years of job moves of CUNY employees. We also identified typical feeder jobs and other conditions impacting qualifications, such as permanency status.

Geography

We based geographic factors on both CUNY policy and actual hiring experience:

- National labor market for Administration 1 (Executive), Faculty–Professorial, and Faculty–Instructor.
- Two-state region (New York and New Jersey) for Faculty-Lecturer. IPEDS completion data is only available by State and recruiting is regional rather than national.
- New York State-only labor market where New York State residency is required by statute:
 - College Security Assistant, Campus Peace Officer, Campus Public Safety Sergeant, Security Manager.
- New York/New Jersey Metropolitan Statistical Area (MSA) 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.

Factors for Staff and Non-Collegiate Faculty:

- Occupational Group: Standard Occupational Classifications assigned to every job title, matched to Census Occupational Codes.
- Degree Requirements: the minimum requirement for the lowest-ranked job in each job group. These range from none through Master’s level.
- Experience: where there is a requirement for a specific number of years of experience, we used age as a proxy, as per 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.

Factors for Collegiate Faculty: we assign titles to Professorial, Instructor, or Lecturer job groups according to rank and calculate availability based on a combination of degree requirement and academic discipline.

- Degree Requirements:
 - Professorial: Doctoral Degree
 - Instructor: Master’s Degree
 - Lecturer: Bachelor’s or Master’s Degree.

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

LMA 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).
2-Internal	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: 19

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

Admin 2: Managerial

HE Officer series administrators-senior level

Labor Market Availability Factors

LMA 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).
2-Internal	50.00%	Employees in HE Assistant title as of 6/1/2018.

Employees: 117

Title	Employees
EOC HE Associate	1
EOC HE Officer	4
HE Associate	65
HE Officer	47

Category: Executive/Administrative/Managerial

Admin 2: Managerial Adjunct

Adjunct HE Officer series administrators (all levels)

Labor Market Availability Factors

LMA 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).
2-Internal	50.00%	Employees in HE Assistant title as of 6/1/2018.

Employees: 98

Title	Employees
Non-Teaching Adjunct 1	67
Non-Teaching Adjunct 2	7
Non-Teaching Adjunct 3	15
Non-Teaching Adjunct 4	3
Non-Teaching Adjunct 5	6

Managerial: Facilities

Facility Superintendents and Managers

Labor Market Availability Factors

LMA 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).
2-Internal	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

Category: Executive/Administrative/Managerial

Managerial: Info Tech

Information Technology-Managers

Labor Market Availability Factors

LMA 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).
2-Internal	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

Managerial: Security

Campus Security-Managers

Labor Market Availability Factors

LMA 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).
2-Internal	45.00%	Employees with Civil Service permanency in the titles Campus Public Safety Sergeant or Campus Security Specialist as of 6/1/2018.

Employees: 5

Title	Employees
Campus Security Asst Dir	4
Campus Security Dir	1

Category: Professional Faculty

Faculty: Continuing Education

Continuing Education Teachers (part time, paid hourly or per course)

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 33

Title	Employees
Continuing Ed Teacher-Credit	1
Continuing Ed Teacher-Hourly	32

Faculty: Developmental

Developmental programs for basic skills and related non-credit programs

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 32

Title	Employees
CLIP Instructor	10
CUNY Start Instructor	15
EOC Lecturer	4
EOC Lecturer Doc Sched	3

Faculty: Instructor

Term-limited titles convertible to Assistant Professor upon completion of doctorate within five years; excludes librarians.

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Masters Level, Nationwide for selected disciplines (first and second majors), not weighted.
2-Internal	0.00%	NA

Employees: 22

Title	Employees
Instructor	22

Category: Professional Faculty

Faculty: Instructor Adjunct

Hourly version of Instructor (term-limited titles convertible to Assistant Professor upon completion of doctorate within five years) excludes librarians.

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Masters Level, Nationwide for selected disciplines (first and second majors), not weighted.
2-Internal	0.00%	NA

Employees: 3

Title	Employees
Instructor H	3

Faculty: Lecturer

Lecturer Faculty and related non-tenure eligible titles; excludes Librarians.

Labor Market Availability Factors

LMA 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.
2-Internal	0.00%	NA

Employees: 68

Title	Employees
Lecturer	65
Lecturer Doct Sch	3

Faculty: Lecturer Adjunct

Adjunct Lecturer Faculty and related non-tenure eligible titles; excludes Librarians.

Labor Market Availability Factors

LMA 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.
2-Internal	0.00%	NA

Employees: 672

Title	Employees
Adj Lecturer Doctoral Student	2
Adjunct Lecturer	644
EOC Adjunct Lecturer	22
Lecturer H	4

Category: Professional Faculty

Faculty: Librarian

CUNY Librarians with faculty appointments (any faculty title)

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Master's level only, Nationwide, for Library Science Discipline.
2-Internal	0.00%	NA

Employees: 12

Title	Employees
Assc Professor	4
Asst Professor	5
Professor	3

Faculty: Professoriate

Tenure-eligible faculty (all ranks) for whom a terminal degree is required; excludes librarians.

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Doctoral, Nationwide for selected disciplines (first and second majors), not weighted.
2-Internal	0.00%	NA

Employees: 438

Title	Employees
Assc Professor	165
Asst Professor	145
Professor	128

Faculty: Professoriate Adjunct

Adjunct Professorial Faculty paid on an hourly basis (all levels).

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	2016 NCES Degree Completions, Doctoral, Nationwide for selected disciplines (first and second majors), not weighted.
2-Internal	100.00%	NA

Employees: 335

Title	Employees
Adjunct Assistant Professor	304
Adjunct Associate Professor	17
Adjunct Professor	8
Asst Professor Hourly	4
Professor H	2

Category: Professional Non-Faculty

Accountant: Professional

Accounting-Professionals

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only - Promotional Title
2-Internal	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: 4

Title	Employees
Purchasing Agent	4

Admin 3: Professional

HE Officer Series: Entry and mid-level administrators

Labor Market Availability Factors

LMA 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).
2-Internal	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: 219

Title	Employees
Asst to HEO	65
EOC Assistant to HEO	8
EOC HE Assistant	4
HE Assistant	142

Disability Accommodation Specl Adjunct

Hourly Disability Accommodation Specialists and Sign Language Interpreters

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	As no unit has a minimum of five employees, availability is not calculated.
2-Internal	0.00%	NA

Employees: 4

Title	Employees
Sign Language Interpreter	4

Category: Professional Non-Faculty

Info Tech: Professional

Information Technology-Professionals

Labor Market Availability Factors

LMA 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).
2-Internal	25.00%	Employees in the IT Support Assistant and CUNY Office Assistant titles, Civil Service permanency not required, as of 6/1/2018

Employees: 40

Title	Employees
IT Associate	6
IT Asst	13
IT Bus Data Rep Analyst	16
IT Sr Associate	5

Nurse

Nurses

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	As no unit within CUNY has a minimum of five employees, no availability was calculated.
2-Internal	0.00%	NA

Employees: 1

Title	Employees
Nurse	1

Category: Administrative Support Workers

Accountant: Assistant

Accounting-Support staff

Labor Market Availability Factors

LMA 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).
2-Internal	30.00%	Employees in titles CUNY Office Assistant or EOC Office Assistant, Civil Service permanency not required; as of 6/1/2018.

Employees: 12

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

Administrative Assistant

Administrative Assistants-Senior level

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only - Promotional Title
2-Internal	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

Mail Services Worker

Mail Services Workers

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 4

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

Category: Administrative Support Workers

Office Assistant

Administrative Office Assistants-Entry level

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 80

Title	Employees
CUNY Office Assistant	71
EOC Office Assistant	9

Office Assistant Adjunct

Hourly Administrative Office Assistants-Entry level

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 476

Title	Employees
College Assistant	475
EOC Assistant	1

Category: Technicians

Admin 4: College Lab Technician

College Laboratory Technicians (all levels)

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 34

Title	Employees
College Lab Tech	15
EOC College Lab Tech	2
Sr College Lab Tech	17

Admin 4: College Lab Technician Adjunct

Adjunct College Laboratory Technicians (all levels)

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 89

Title	Employees
Adj College Lab Tech	50
Adj Sr College Lab Tech	36
CUNY Art Model H	3

Category: Technicians

Broadcast-Media

Broadcast/Media Technicians and Graphic Designers

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 2

Title	Employees
Asst Media Services Technician	2

Broadcast-Media Adjunct

Hourly Broadcast/Media Technicians and Graphic Designers

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 3

Title	Employees
Asst Media Services Technician	3

Engineering Technician

Engineering and Architectural Technicians

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	100.00%	As no unit has a minimum of five employees, availability is not calculated.
2-Internal	0.00%	NA

Employees: 1

Title	Employees
Facilities Coord	1

Category: Technicians

Info Tech: Technician

Information Technology-Tech Support

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 3

Title	Employees
IT Support Asst	3

Info Tech: Technician Adjunct

Hourly Information Technology-Tech Support

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 11

Title	Employees
IT Support Asst	11

Print Media Technician

Print Shop Technicians and related titles

Labor Market Availability Factors

LMA 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.
2-Internal	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

LMA 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).
2-Internal	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

LMA 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).
2-Internal	40.00%	Employees in the Custodial Assistant and Maintenance Worker titles, Civil Service permanency not required, as of 6/1/2018.

Employees: 9

Title	Employees
Laborer	6
Stock Worker	2
Stock Worker Supervisor	1

Category: Craft Workers

Skilled Trades: Not Supervisory

Skilled Trades-Not supervisory

Labor Market Availability Factors

LMA 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).
2-Internal	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: 45

Title	Employees
Carpenter	6
Electrician	7
Locksmith	2
Oiler	12
Painter	4
Plumber	3
Stationary Engineer	10
Thermostat Repairer	1

Skilled Trades: Supervisory

Skilled Trades-Supervisors

Labor Market Availability Factors

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only-Promotional Title
2-Internal	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

LMA 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).
2-Internal	20.00%	Employees in the title of Campus Security Assistant, Civil Service permanency not required, as of 6/1/2018.

Employees: 23

Title	Employees
Campus Peace Officer	23

Campus Public Safety Sergeant

Campus Security-Supervisors and Specialists

Labor Market Availability Factors

LMA 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.
2-Internal	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

Campus Security Assistant

Campus Security-Entry level staff

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 37

Title	Employees
Campus Security Asst	37

Category: Service Workers

Campus Security Assistant Adjunct

Hourly Campus Security-Entry level staff

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 6

Title	Employees
Campus Security Asst	6

Custodial: Assistant

Custodial-Entry level

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 57

Title	Employees
Custodial Assistant	57

Custodial: Assistant Adjunct

Hourly Custodial-Entry level

Labor Market Availability Factors

LMA 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).
2-Internal	0.00%	NA

Employees: 22

Title	Employees
Custodial Assistant	22

Category: Service Workers

Custodial: Supervisory
Custodial-Supervisors (all titles)

Labor Market Availability Factors

LMA 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).
2-Internal	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

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

Job Code and Title Name	Job Group
200447 Vice Chancellor	Admin 1: Executive
200596 Univ Exec Chf of Staff-UAscAdm	Admin 1: Executive
200600 Exec Depty Counsel-AscAdm	Admin 1: Executive
200607 Univ Dean Industry & Talent Pt	Admin 1: Executive
200608 Exec Dir Institutional Res-Ast	Admin 1: Executive
200609 Exec Chief of Staff-AstAdm	Admin 1: Executive
200610 VP Social Justice Initiatives	Admin 1: Executive
200611 Dn of Community Relations	Admin 1: Executive
200612 Univ Sr Exec Dir Env HS Rk Mgt	Admin 1: Executive
200613 Univ Legal Counsel - UAstAdm	Admin 1: Executive
200614 Univ Exec Dir ASAP ACE-UASC	Admin 1: Executive
200615 AVP Div and Inc	Admin 1: Executive
200620 PSch Ex Counsel LaborDs-AstAdm	Admin 1: Executive
200621 Psch Ex Dir GLTPI-PAstAdm	Admin 1: Executive
200622 Administration	Admin 1: Executive
200630 Univ Dep Dir Env H-S Rsk Mgt	Admin 1: Executive
200631 Univ Assc VC Audit	Admin 1: Executive
200632 Univ Chief Trnsf Off-UAstAdm	Admin 1: Executive
200700 Univ Asst Dn Policy Resrch	Admin 1: Executive
300002a Adj Asst Professor-Librarian	Faculty: Professoriate Adjunct
300003a Adj Lecturer-Librarian	Faculty: Lecturer Adjunct
300603a Law Adj Professor-Librarian	Faculty: Professoriate Adjunct
400949 Univ HR Div Prog Spec (HEOa)	Admin 3: Professional
400959 Univ Dir Prospect Research	Admin 2: Managerial

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 but will not be included in Utilization Analysis worksheets.

This report lists both full-time and part-time appointments. The following business rules apply to part-time appointments: if an employee has an active full-time appointment in the same department, any part-time appointments in that department are bypassed. If an employee has multiple part-time appointments in the same department and in the same title, that appointment is counted only once. Other multiple part-time appointments are reported, including appointments in multiple titles in the same department. The number of appointments will be larger than the number of employees.

Borough of Manhattan CC

Admin 4: College Lab Technician

Discipline: College Lab Tech: Science, Tech, Eng.

Appointments: 19

Department	Department Name	Technicians
10064	Computer Applications	1
10195	Mathematics	5
10199	Medical Technology	1
10211	Nursing	2
10165	Science	10

Discipline: College Lab Tech: Other

Appointments: 15

Department	Department Name	Technicians
10260	Academic Literacy & Linguistic	2
75012	Athletics & Recreation	1
10042	Business Administration	3
80334	Edu. Opportunity & Diversity P	2
10204	Modern Languages & Literatures	6
10289	Speech/Communication/Theatre A	1

Admin 4: College Lab Technician Adjunct

Discipline: College Lab Tech: Science, Tech, Eng.

Appointments: 66

Department	Department Name	Technicians
10064	Computer Applications	5
10195	Mathematics	6
10416	Media Arts and Technology	19
10199	Medical Technology	33
10211	Nursing	3

Discipline: College Lab Tech: Other

Appointments: 23

Department	Department Name	Technicians
10260	Academic Literacy & Linguistic	8
10022	Art & Music	5
10396	Continuing Education	2
80130	CUNYstart Program	1
10115	Fine And Performing Arts	2
75125	Freshman Year Program (Academ)	1

Borough of Manhattan CC

Admin 4: College Lab Technician Adjunct

Discipline: College Lab Tech: Other

Appointments: 23

Department	Department Name	Technicians
65068	Language Immersion Program	1
10204	Modern Languages & Literatures	1
10289	Speech/Communication/Theatre A	2

Appendix E

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.

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

This exhibit covers full-time employees only.

Borough of Manhattan CC

Category: Executive/Administrative/Managerial

Job Group: Admin 1: Executive

Description: Executive Compensation Plan (Other Than Chief Executive)

Appointments: 19

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	8	12	4	5	3	3
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	42.1%	63.2%	21.1%	26.3%	15.8%	15.8%
Labor Market Avail. Percent	44.2%	27.7%	9.8%	8.8%	7.9%	7.2%

Borough of Manhattan CC

Category: Executive/Administrative/Managerial

Job Group: Admin 2: Managerial

Description: HE Officer series administrators-senior level

Appointments: 117

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	76	76	17	38	18	6
Underutilized (Y = Yes)						Y
Number Underutilized						6
Actual Utilization Percent	65.0%	65.0%	14.5%	32.5%	15.4%	5.1%
Labor Market Avail. Percent	57.4%	48.1%	11.0%	19.6%	15.7%	10.0%

Borough of Manhattan CC

Category: Executive/Administrative/Managerial

Job Group: Managerial: Facilities

Description: Facility Superintendents and Managers

Appointments: 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	3	0	1	2	0
Underutilized (Y = Yes)			Y			Y
Number Underutilized			1			1
Actual Utilization Percent	20.0%	60.0%	0.0%	20.0%	40.0%	0.0%
Labor Market Avail. Percent	21.3%	38.1%	13.9%	11.3%	11.3%	11.7%

Borough of Manhattan CC

Category: Executive/Administrative/Managerial

Job Group: Managerial: Info Tech

Description: Information Technology-Managers

Appointments: 1

Employees in this group hold the following titles:

Title ID	Title Name
04973	IT Computer Systems Mgr

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	0	1	1	0	0	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Labor Market Avail. Percent	26.5%	51.6%	24.0%	10.6%	15.4%	10.0%

Borough of Manhattan CC

Category: Executive/Administrative/Managerial

Job Group: Managerial: Security

Description: Campus Security-Managers

Appointments: 5

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%	80.0%	0.0%	20.0%	60.0%	0.0%
Labor Market Avail. Percent	22.0%	59.7%	5.1%	30.4%	23.3%	10.4%

Borough of Manhattan CC

Category: Professional Non-Faculty

Job Group: Accountant: Professional

Description: Accounting-Professionals

Appointments: 4

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	4	0	3	1	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	100.0%	100.0%	0.0%	75.0%	25.0%	0.0%
Labor Market Avail. Percent	83.6%	72.6%	20.5%	34.2%	17.8%	4.1%

Borough of Manhattan CC

Category: Professional Non-Faculty

Job Group: Admin 3: Professional

Description: HE Officer Series: Entry and mid-level administrators

Appointments: 219

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	153	181	32	88	54	6
Underutilized (Y = Yes)						Y
Number Underutilized						22
Actual Utilization Percent	69.9%	82.6%	14.6%	40.2%	24.7%	2.7%
Labor Market Avail. Percent	69.0%	43.4%	12.3%	16.7%	12.5%	12.8%

Borough of Manhattan CC

Category: Professional Non-Faculty

Job Group: Info Tech: Professional

Description: Information Technology-Professionals

Appointments: 40

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	15	36	12	10	12	0
Underutilized (Y = Yes)						Y
Number Underutilized						3
Actual Utilization Percent	37.5%	90.0%	30.0%	25.0%	30.0%	0.0%
Labor Market Avail. Percent	42.3%	55.7%	28.0%	13.3%	12.7%	8.2%

Borough of Manhattan CC

Category: Professional Non-Faculty

Job Group: Nurse

Description: Nurses

Appointments: 1

Employees in this group hold the following titles:

Title ID Title Name

50910 Nurse

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	1	1	0	1	0	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%
Labor Market Avail. Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Borough of Manhattan CC

Category: Administrative Support Workers

Job Group: Accountant: Assistant

Description: Accounting-Support staff

Appointments: 12

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	11	10	3	4	3	0
Underutilized (Y = Yes)						Y
Number Underutilized						2
Actual Utilization Percent	91.7%	83.3%	25.0%	33.3%	25.0%	0.0%
Labor Market Avail. Percent	83.1%	49.2%	10.8%	19.3%	17.3%	14.0%

Borough of Manhattan CC

Category: Administrative Support Workers

Job Group: Administrative Assistant

Description: Administrative Assistants-Senior level

Appointments: 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	3	4	2	1
Underutilized (Y = Yes)					Y	
Number Underutilized					1	
Actual Utilization Percent	100.0%	90.9%	27.3%	36.4%	18.2%	9.1%
Labor Market Avail. Percent	90.3%	68.0%	7.5%	36.3%	24.0%	6.5%

Borough of Manhattan CC

Category: Administrative Support Workers

Job Group: Office Assistant

Description: Administrative Office Assistants-Entry level

Appointments: 80

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	70	69	8	26	30	2
Underutilized (Y = Yes)						Y
Number Underutilized						12
Actual Utilization Percent	87.5%	86.3%	10.0%	32.5%	37.5%	2.5%
Labor Market Avail. Percent	87.9%	40.0%	7.8%	14.3%	16.2%	17.4%

Borough of Manhattan CC

Category: Administrative Support Workers

Job Group: Mail Services Worker

Description: Mail Services Workers

Appointments: 4

Employees in this group hold the following titles:

Title ID	Title Name
04878	EOC Mail Message Svcs Worker
04921	Mail Message Svcs Worker

Utilization Report						
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	0	4	1	1	2	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	0.0%	100.0%	25.0%	25.0%	50.0%	0.0%
Labor Market Avail. Percent	31.3%	61.3%	7.8%	27.5%	22.8%	14.1%

Borough of Manhattan CC

Category: Technicians

Job Group: Broadcast-Media

Description: Broadcast/Media Technicians and Graphic Designers

Appointments: 2

Employees in this group hold the following titles:

Title ID	Title Name
90621	Asst Media Services Technician

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	1	2	1	0	1	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	50.0%	100.0%	50.0%	0.0%	50.0%	0.0%
Labor Market Avail. Percent	32.4%	26.2%	6.1%	7.0%	10.6%	15.4%

Borough of Manhattan CC

Category: Technicians

Job Group: Engineering Technician

Description: Engineering and Architectural Technicians

Appointments: 1

Employees in this group hold the following titles:

Title ID	Title Name
04834	Facilities Coord

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	1	1	0	1	0	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%
Labor Market Avail. Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Borough of Manhattan CC

Category: Technicians

Job Group: Info Tech: Technician

Description: Information Technology-Tech Support

Appointments: 3

Employees in this group hold the following titles:

Title ID	Title Name
04865	IT Support Asst

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	2	3	0	0	3	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	66.7%	100.0%	0.0%	0.0%	100.0%	0.0%
Labor Market Avail. Percent	20.7%	50.4%	23.5%	10.6%	14.4%	12.0%

Borough of Manhattan CC

Category: Technicians

Job Group: Print Media Technician

Description: Print Shop Technicians and related titles

Appointments: 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%

Borough of Manhattan CC

Category: Craft Workers

Job Group: Skilled Trades: Supervisory

Description: Skilled Trades-Supervisors

Appointments: 2

Employees in this group hold the following titles:

Title ID	Title Name
04916	Stationary Engineer Sr

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	0	0	0	0	0	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Labor Market Avail. Percent	2.3%	28.7%	3.8%	11.3%	13.0%	9.6%

Borough of Manhattan CC

Category: Craft Workers

Job Group: Skilled Trades: Not Supervisory

Description: Skilled Trades-Not supervisory

Appointments: 45

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	19	2	5	12	2
Underutilized (Y = Yes)	Y					Y
Number Underutilized	1					4
Actual Utilization Percent	0.0%	42.2%	4.4%	11.1%	26.7%	4.4%
Labor Market Avail. Percent	2.2%	45.1%	4.3%	13.1%	25.6%	13.9%

Borough of Manhattan CC

Category: Craft Workers

Job Group: Laborers and Helpers

Description: Entry-Level Craft Workers

Appointments: 9

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	8	0	6	2	1
Underutilized (Y = Yes)	Y		Y		Y	
Number Underutilized	2		1		2	
Actual Utilization Percent	0.0%	88.9%	0.0%	66.7%	22.2%	11.1%
Labor Market Avail. Percent	20.9%	72.0%	6.2%	23.7%	39.3%	5.7%

Borough of Manhattan CC

Category: Craft Workers

Job Group: Basic Crafts-Buildings and Grounds

Description: Buildings and Grounds Workers

Appointments: 2

Employees in this group hold the following titles:

Title ID	Title Name
90698	Maintenance Worker

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	0	1	0	0	1	0
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%
Labor Market Avail. Percent	16.1%	67.7%	11.7%	22.8%	31.3%	7.8%

Borough of Manhattan CC

Category: Service Workers

Job Group: Campus Public Safety Sergeant

Description: Campus Security-Supervisors and Specialists

Appointments: 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%

Borough of Manhattan CC

Category: Service Workers

Job Group: Campus Peace Officer

Description: Campus Security-Mid level staff

Appointments: 23

Employees in this group hold the following titles:

Title ID	Title Name
04844	Campus Peace Officer

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	6	21	4	11	6	0
Underutilized (Y = Yes)						Y
Number Underutilized						4
Actual Utilization Percent	26.1%	91.3%	17.4%	47.8%	26.1%	0.0%
Labor Market Avail. Percent	18.6%	53.8%	7.7%	24.1%	20.2%	15.9%

Borough of Manhattan CC

Category: Service Workers

Job Group: Campus Security Assistant

Description: Campus Security-Entry level staff

Appointments: 37

Employees in this group hold the following titles:

Title ID	Title Name
04841	Campus Security Asst

Utilization Report

	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino	Italian American
Number of Employees	17	36	5	25	6	0
Underutilized (Y = Yes)					Y	Y
Number Underutilized					2	3
Actual Utilization Percent	45.9%	97.3%	13.5%	67.6%	16.2%	0.0%
Labor Market Avail. Percent	19.8%	71.2%	6.9%	41.4%	20.4%	8.5%

Borough of Manhattan CC

Category: Service Workers

Job Group: Custodial: Supervisory

Description: Custodial-Supervisors (all titles)

Appointments: 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	6	16	0	12	4	0
Underutilized (Y = Yes)			Y		Y	Y
Number Underutilized			1		2	1
Actual Utilization Percent	37.5%	100.0%	0.0%	75.0%	25.0%	0.0%
Labor Market Avail. Percent	32.7%	74.5%	5.3%	30.5%	38.0%	5.8%

Borough of Manhattan CC

Category: Service Workers

Job Group: Custodial: Assistant

Description: Custodial-Entry level

Appointments: 57

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	21	55	1	27	27	1
Underutilized (Y = Yes)			Y			Y
Number Underutilized			2			3
Actual Utilization Percent	36.8%	96.5%	1.8%	47.4%	47.4%	1.8%
Labor Market Avail. Percent	26.9%	68.0%	5.1%	19.8%	41.5%	7.6%

Appendix E 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.

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

This exhibit covers full-time employees only.

Borough of Manhattan CC

College Lab Tech: Science, Tech, Eng.

Appointments: 19

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

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 Employees	8	15	6	6	3	1
Underutilized (Y = Yes)						Y
Number Underutilized						1
Actual Utilization Percent	42.1%	78.9%	31.6%	31.6%	15.8%	5.3%
Labor Market Avail. Percent	27.8%	49.3%	22.4%	10.6%	14.2%	11.5%

College Lab Tech: Other

Appointments: 15

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

Department ID Department Name

10260	Academic Literacy & Linguistic
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 Employees	5	12	0	5	7	0
Underutilized (Y = Yes)			Y			Y
Number Underutilized			3			2
Actual Utilization Percent	33.3%	80.0%	0.0%	33.3%	46.7%	0.0%
Labor Market Avail. Percent	30.4%	50.7%	22.4%	10.3%	16.0%	11.4%

Appendix E Utilization Analysis - Faculty by Job Group

The Appendix provides a utilization analysis for each faculty 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.

This report covers full-time faculty groups only.

Job Group **Faculty: Professoriate**
Appointments: 438

	Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino	Italian American
Number of Faculty	241	196	66	61	61	22
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	55.0%	44.7%	15.1%	13.9%	13.9%	5.0%
Labor Market Avail. Percent	42.5%	24.9%	14.0%	4.2%	4.8%	5.3%

Job Group **Faculty: Librarian**
Appointments: 12

	Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino	Italian American
Number of Faculty	10	5	1	3	1	2
Underutilized (Y = Yes)						
Number Underutilized						
Actual Utilization Percent	83.3%	41.7%	8.3%	25.0%	8.3%	16.7%
Labor Market Avail. Percent	82.8%	13.6%	4.0%	4.4%	3.8%	5.7%

Job Group **Faculty: Lecturer**
Appointments: 68

	Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino	Italian American
Number of Faculty	32	36	7	21	8	3
Underutilized (Y = Yes)			Y			Y
Number Underutilized			3			4
Actual Utilization Percent	47.1%	52.9%	10.3%	30.9%	11.8%	4.4%
Labor Market Avail. Percent	52.4%	31.3%	14.1%	7.7%	7.6%	10.9%

Job Group Faculty: Instructor

Appointments: 22

	Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino	Italian American
Number of Faculty	11	11	4	2	5	0
Underutilized (Y = Yes)						Y
Number Underutilized						1
Actual Utilization Percent	50.0%	50.0%	18.2%	9.1%	22.7%	0.0%
Labor Market Avail. Percent	57.1%	27.6%	13.3%	5.8%	5.9%	5.4%

Job Group Faculty: Developmental

Appointments: 32

	Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino	Italian American
Number of Faculty	19	17	2	8	7	0
Underutilized (Y = Yes)			Y			Y
Number Underutilized			1			4
Actual Utilization Percent	59.4%	53.1%	6.3%	25.0%	21.9%	0.0%
Labor Market Avail. Percent	64.5%	30.7%	10.7%	9.2%	8.9%	13.0%

Appendix F Personnel Activity

This Appendix details 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.

Appendix F

Tenure Actions

This Appendix summarizes tenure actions.

Tenure is a permanent status awarded on the basis of years of service and/or academic or research achievement. It applies only to full-time faculty and laboratory technicians.

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.

Tenure applies only to full-time faculty.

APPENDIX F-2 - Tenure Actions (Italian American Plan)**2022 - 2023****Borough of Manhattan CC****Academic Literacy & Linguistic**

Asst Professor	Gained Tenure	Tenured	Female	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Female	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Female	White

Accounting

Asst Professor	Gained Tenure	Tenured	Female	White
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Art & Music

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

Business Administration

Assc Professor	Gained Tenure	Tenured	Male	Hispanic/Latino
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Computer Applications

Assc Professor	Gained Tenure	Tenured	Male	Asian/Nat. Haw./Other Pac. Isl.
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Department of Ethnic and Race

Assc Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
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English Language/Literatures

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	Female	White
Assc Professor	Gained Tenure	Tenured	Female	Asian/Nat. Haw./Other Pac. Isl.
Assc Professor	Gained Tenure	Tenured	Female	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Female	Black/African Am.
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	Italian American

Mathematics

Asst Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Male	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Female	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	Black/African Am.
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Female	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	Black/African Am.
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	Asian/Nat. Haw./Other Pac. Isl.
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	Black/African Am.
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	Asian/Nat. Haw./Other Pac. Isl.

Media Arts and Technology

Assc Professor	Gained Tenure	Tenured	Female	White
Assc Professor	Gained Tenure	Tenured	Female	White

Modern Languages & Literatures

Assc Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
College Lab Tech	Gained Tenure	Tenured	Male	White

APPENDIX F-2 - Tenure Actions (Italian American Plan)
Borough of Manhattan CC

2022 - 2023

Modern Languages & Literatures

Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
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Science

Asst Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Male	Hispanic/Latino
Asst Professor	Gained Tenure	Tenured	Female	Asian/Nat. Haw./Other Pac. Isl.
Asst Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Male	White
College Lab Tech	Gained Tenure	Tenured	Male	White

Social Science

Asst Professor	Gained Tenure	Tenured	Male	Hispanic/Latino
Asst Professor	Gained Tenure	Tenured	Male	Black/African Am.
Asst Professor	Gained Tenure	Tenured	Female	Asian/Nat. Haw./Other Pac. Isl.
Asst Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
Asst Professor	Gained Tenure	Tenured	Male	Hispanic/Latino
Asst Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
Asst Professor	Gained Tenure	Tenured	Female	White

Speech/Communication/Theatre A

Asst Professor	Gained Tenure	Tenured	Female	White
Asst Professor	Gained Tenure	Tenured	Female	White
Lecturer	Gained Tenure	CCE Certificate Continuous Emp	Male	Black/African Am.

Teacher Education

Asst Professor	Gained Tenure	Tenured	Female	Hispanic/Latino
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Summary for the College

Total Staff:	Ttl Minority	Asian	Black/AfAm	Hispanic	Ital Amer	White Not Ital	Oth/Unk
29 Female	10	3	1	6	0	19	0
20 Male	12	3	5	4	1	7	0
0 Oth/Unk	0	0	0	0	0	0	0
49 Total	22	6	6	10	1	26	0

Appendix G Summary of Recruiting Activities

This Appendix provides details of 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, 2021 through May 31, 2022).

Campus Level

Job Group Summary

Administration 2 (Managers)

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total + Total Selection Rate	867	845	97%		93	11%	12	1%	12	1%
Male	315	309	37%		42	14%	6	2%	6	2%
Female	435	422	50%		44	10%	6	1%	6	1%
Other	8	7	1%		-	0%	-	0%	-	0%
Unknown	109	107	13%		7	7%	-	0%	-	0%
Total Not Female	432	423	50%		49	12%	6	1%	6	1%
Total Min	518	512	61%		53	10%	9	2%	9	2%
Asian	70	68	8%		10	15%	2	3%	2	3%
Black	227	224	27%		21	9%	4	2%	4	2%
Hispanic	203	202	24%		22	11%	3	1%	3	1%
Other inc 2 or more	18	18	2%		-	0%	-	0%	-	0%
Italian-American	38	36	4%		6	17%	-	0%	-	0%
White (Not Ital)	266	252	30%		30	12%	2	1%	2	1%
Total White	304	288	34%		36	13%	2	1%	2	1%
Unknown Ethnicity	45	45	5%		4	9%	1	2%	1	2%
White+Unknown	349	333	39%		40	12%	3	1%	3	1%
Veterans	2	2	0%		-	0%	-	0%	-	0%
Indiv. w Disabilities	56	54	6%		5	9%	-	0%	-	0%

	Least Selected: Female Ttl Minorities	OK Sel/ OK Sel	Least Selected: Not Female Not Minority	OK Sel/ Adverse	Least Selected: Not Female Not Minority	OK Sel/ Adverse
Percent Female	50%		47.3%		50.0%	50.0%
Percent Total Minorities	61%		57.0%		75.0%	75.0%
Percentage Veterans	0%		0.0%		0.0%	0.0%
Percentage w Disabil.	6%		5.4%		0.0%	0.0%

Campus Level

Job Group Summary

Administration 3 (Professional)

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total + Total Selection Rate	1,870	1,806	97%		168	9%	31	2%	31	2%
Male	517	493	27%		44	9%	10	2%	10	2%
Female	1,177	1,142	63%		118	10%	21	2%	21	2%
Other	25	25	1%		-	0%	-	0%	-	0%
Unknown	151	146	8%		6	4%	-	0%	-	0%
Total Not Female	693	664	37%		50	8%	10	2%	10	2%
Total Min	1,437	1,397	77%		126	9%	28	2%	28	2%
Asian	297	288	16%		21	7%	7	2%	7	2%
Black	531	516	29%		42	8%	10	2%	10	2%
Hispanic	563	549	30%		61	11%	11	2%	11	2%
Other inc 2 or more	46	44	2%		2	5%	-	0%	-	0%
Italian-American	34	32	2%		3	9%	1	3%	1	3%
White (Not Ital)	329	312	17%		31	10%	1	0%	1	0%
Total White	363	344	19%		34	10%	2	1%	2	1%
Unknown Ethnicity	70	65	4%		8	12%	1	2%	1	2%
White+Unknown	433	409	23%		42	10%	3	1%	3	1%
Veterans	16	16	1%		1	6%	-	0%	-	0%
Indiv. w Disabilities	153	147	8%		13	9%	2	1%	2	1%

	Least Selected: Not Female Ttl Minorities	Adverse OK Sel	Least Selected: Not Female Not Minority	OK Sel Adverse	Least Selected: Not Female Not Minority	OK Sel Adverse
Percent Female	63%		70.2%		67.7%	
Percent Total Minorities	77%		75.0%		90.3%	
Percentage Veterans	1%		0.6%		0.0%	
Percentage w Disabil.	8%		7.7%		6.5%	

Campus Level

Job Group Summary

Broadcast/Media

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total + Total Selection Rate	59	54	92%		11	20%	-	0%	-	0%
Male	37	35	65%		7	20%	-	0%	-	0%
Female	6	5	9%		-	0%	-	0%	-	0%
Other	2	2	4%		-	0%	-	0%	-	0%
Unknown	14	12	22%		4	33%	-	0%	-	0%
Total Not Female	53	49	91%		11	22%	-	0%	-	0%
Total Min	34	32	59%		3	9%	-	0%	-	0%
Asian	8	8	15%		-	0%	-	0%	-	0%
Black	10	8	15%		2	25%	-	0%	-	0%
Hispanic	14	14	26%		-	0%	-	0%	-	0%
Other inc 2 or more	2	2	4%		1	50%	-	0%	-	0%
Italian-American	-	-	0%		-	0%	-	0%	-	0%
White (Not Ital)	21	18	33%		8	44%	-	0%	-	0%
Total White	21	18	33%		8	44%	-	0%	-	0%
Unknown Ethnicity	4	4	7%		-	0%	-	0%	-	0%
White+Unknown	25	22	41%		8	36%	-	0%	-	0%
Veterans	1	1	2%		-	0%	-	0%	-	0%
Indiv. w Disabilities	7	6	11%		1	17%	-	0%	-	0%

	Least Selected: Female Ttl Minorities	Adverse Adverse	Least Selected: Not Female Not Minority	OK Sel OK Sel	Least Selected: Not Female Not Minority	OK Sel OK Sel
Percent Female	9%		0.0%	#DIV/0!		#DIV/0!
Percent Total Minorities	59%		27.3%	#DIV/0!		#DIV/0!
Percentage Veterans	2%		0.0%	#DIV/0!		#DIV/0!
Percentage w Disabil.	11%		9.1%	#DIV/0!		#DIV/0!

Campus Level

Job Group Summary

Custodial

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total + Total Selection Rate	159	150	94%		24	16%	16	11%	16	11%
Male	91	86	57%		16	19%	10	12%	10	12%
Female	35	31	21%		4	13%	3	10%	3	10%
Other	1	1	1%		-	0%	-	0%	-	0%
Unknown	32	32	21%		4	13%	3	9%	3	9%
Total Not Female	124	119	79%		20	17%	13	11%	13	11%
Total Min	145	137	91%		23	17%	15	11%	15	11%
Asian	7	7	5%		-	0%	-	0%	-	0%
Black	84	77	51%		15	19%	10	13%	10	13%
Hispanic	50	49	33%		7	14%	5	10%	5	10%
Other inc 2 or more	4	4	3%		1	25%	-	0%	-	0%
Italian-American	1	1	1%		-	0%	-	0%	-	0%
White (Not Ital)	7	6	4%		-	0%	-	0%	-	0%
Total White	8	7	5%		-	0%	-	0%	-	0%
Unknown Ethnicity	6	6	4%		1	17%	1	17%	1	17%
White+Unknown	14	13	9%		1	8%	1	8%	1	8%
Veterans	2	2	1%		1	50%	1	50%	1	50%
Indiv. w Disabilities	15	14	9%		1	7%	-	0%	-	0%

	Least Selected: Female Not Minority	Adverse Adverse	Least Selected: Female Not Minority	OK Sel Adverse	Least Selected: Female Not Minority	OK Sel Adverse
Percent Female	21%		16.7%		18.8%	18.8%
Percent Total Minorities	91%		95.8%		93.8%	93.8%
Percentage Veterans	1%		4.2%		6.3%	6.3%
Percentage w Disabil.	9%		4.2%		0.0%	0.0%

Campus Level

Job Group Summary

Faculty-Professorial

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total + Total Selection Rate	191	174	91%		52	30%	8	5%	8	5%
Male	56	54	31%		12	22%	-	0%	-	0%
Female	94	84	48%		28	33%	4	5%	4	5%
Other	-	-	0%		-	0%	-	0%	-	0%
Unknown	41	36	21%		12	33%	4	11%	4	11%
Total Not Female	97	90	52%		24	27%	4	4%	4	4%
Total Min	111	100	57%		29	29%	4	4%	4	4%
Asian	37	33	19%		7	21%	2	6%	2	6%
Black	42	37	21%		15	41%	2	5%	2	5%
Hispanic	27	26	15%		7	27%	-	0%	-	0%
Other inc 2 or more	5	4	2%		-	0%	-	0%	-	0%
Italian-American	11	11	6%		5	45%	2	18%	2	18%
White (Not Ital)	57	53	30%		14	26%	2	4%	2	4%
Total White	68	64	37%		19	30%	4	6%	4	6%
Unknown Ethnicity	12	10	6%		4	40%	-	0%	-	0%
White+Unknown	80	74	43%		23	31%	4	5%	4	5%
Veterans	2	2	1%		1	50%	-	0%	-	0%
Indiv. w Disabilities	2	2	1%		1	50%	-	0%	-	0%

	Least Selected: Not Female Ttl Minorities	OK Sel OK Sel	Least Selected: Not Female Ttl Minorities	OK Sel Adverse	Least Selected: Not Female Ttl Minorities	OK Sel Adverse
Percent Female	48%		53.8%		50.0%	50.0%
Percent Total Minorities	57%		55.8%		50.0%	50.0%
Percentage Veterans	1%		1.9%		0.0%	0.0%
Percentage w Disabil.	1%		1.9%		0.0%	0.0%

Campus Level

Job Group Summary Laborers and Helpers

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total + Total Selection Rate	348	344	99%		4	1%	2	1%	2	1%
Male	301	297	86%		4	1%	2	1%	2	1%
Female	15	15	4%		-	0%	-	0%	-	0%
Other	1	1	0%		-	0%	-	0%	-	0%
Unknown	31	31	9%		-	0%	-	0%	-	0%
Total Not Female	333	329	96%		4	1%	2	1%	2	1%
Total Min	278	275	80%		4	1%	2	1%	2	1%
Asian	14	13	4%		-	0%	-	0%	-	0%
Black	138	137	40%		2	1%	1	1%	1	1%
Hispanic	121	120	35%		2	2%	1	1%	1	1%
Other inc 2 or more	5	5	1%		-	0%	-	0%	-	0%
Italian-American	4	4	1%		-	0%	-	0%	-	0%
White (Not Ital)	49	48	14%		-	0%	-	0%	-	0%
Total White	53	52	15%		-	0%	-	0%	-	0%
Unknown Ethnicity	17	17	5%		-	0%	-	0%	-	0%
White+Unknown	70	69	20%		-	0%	-	0%	-	0%
Veterans	8	8	2%		1	13%	1	13%	1	13%
Indiv. w Disabilities	13	13	4%		-	0%	-	0%	-	0%

	Least Selected: Female Not Minority	Adverse Adverse	Least Selected: Female Not Minority	Adverse Adverse	Least Selected: Female Not Minority	Adverse Adverse
Percent Female	4%		0.0%		0.0%	
Percent Total Minorities	80%		100.0%		100.0%	
Percentage Veterans	2%		25.0%		50.0%	
Percentage w Disabil.	4%		0.0%		0.0%	

Campus Level

Job Group Summary

Skilled Trades

	Records	Applicants	Appl%		Interviews	Selection Rate %	Offers	Selection Rate %	Hires	Selection Rate %
Total + Total Selection Rate	50	50	100%		8	16%	2	4%	2	4%
Male	44	44	88%		7	16%	2	5%	2	5%
Female	1	1	2%		1	100%	-	0%	-	0%
Other	-	-	0%		-	0%	-	0%	-	0%
Unknown	5	5	10%		-	0%	-	0%	-	0%
Total Not Female	49	49	98%		7	14%	2	4%	2	4%
Total Min	30	30	60%		3	10%	-	0%	-	0%
Asian	3	3	6%		-	0%	-	0%	-	0%
Black	15	15	30%		2	13%	-	0%	-	0%
Hispanic	10	10	20%		1	10%	-	0%	-	0%
Other inc 2 or more	2	2	4%		-	0%	-	0%	-	0%
Italian-American	4	4	8%		-	0%	-	0%	-	0%
White (Not Ital)	16	16	32%		5	31%	2	13%	2	13%
Total White	20	20	40%		5	25%	2	10%	2	10%
Unknown Ethnicity	-	-	0%		-	0%	-	0%	-	0%
White+Unknown	20	20	40%		5	25%	2	10%	2	10%
Veterans	2	2	4%		-	0%	-	0%	-	0%
Indiv. w Disabilities	2	2	4%		-	0%	-	0%	-	0%

	Least Selected: Not Female Ttl Minorities	Adverse Adverse	Least Selected: Female Ttl Minorities	Adverse Adverse	Least Selected: Female Ttl Minorities	Adverse Adverse
Percent Female	2%		12.5%		0.0%	0.0%
Percent Total Minorities	60%		37.5%		0.0%	0.0%
Percentage Veterans	4%		0.0%		0.0%	0.0%
Percentage w Disabil.	4%		0.0%		0.0%	0.0%