

# **2024-2025 AFFIRMATIVE ACTION PLANS**

## **Borough of Manhattan Community College**

## **City University of New York**

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

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This plan is available for review at:  
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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 US Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) oversees federal contractor affirmative action compliance requirements. This plan reflects requirements related to:

- Presidential Executive Order (EO) 11246, addressing gender and federally protected ethnicities.
- 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 Trustee resolutions, and CUNY policy.

The employee census date is June 1, 2024. The previous reporting year was June 1, 2023 – May 31, 2024. The program year for this plan is September 1, 2024 – August 31, 2025.

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

### **Overview of the College**

#### **Location, Degrees, and Accreditation**

Borough of Manhattan Community College (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 7-week fall “express session,” an 8-week fall “express session,” a winter session, 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.). BMCC is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and 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 the New York City government at City Hall.

The college's main campus is situated on 4.28 acres of land in a building 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 college's mission 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 1983. BMCC is the largest college in the CUNY system and is the first community college in Manhattan. In fall 2023, BMCC had 18,228 students enrolled. In spring 2024, BMCC had 17,773 students enrolled.<sup>1</sup>

Fiterman Hall was donated to the college in September 1993, which was 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 Statement**

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

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<sup>1</sup> These figures indicate the average number of students for fall 2023 and spring 2024.

## 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, and 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.

**Appendix A** displays a high-level organization chart.

## Policies

As a unit of 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.

Federally protected ethnicities identified in Executive Order 11246 are American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, Two or More Races, and Women. CUNY's Chancellor designated Italian Americans as a protected ethnicity for CUNY in 1976 and we produced a separate plan for Italian Americans.

CUNY posts its policies on non-discrimination, sexual misconduct, and affirmative action on its website. **Appendix B** provides the text of the major policies.

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

## Responsibilities

Our entire community participates in promoting diversity and inclusion. Additionally, we have assigned certain responsibilities.

### The President

Dr. Anthony E. Munroe (hereinafter referred to as the President) oversees affirmative action and diversity programs to assure compliance with federal, state, and city laws, rules and regulations, and university policies. The President designates personnel to manage affirmative action, compliance, and diversity programs, including the Chief Diversity Officer (CDO), 504/Americans with Disabilities Act (ADA) Coordinator, and Title IX Coordinator. The President ensures designated personnel have authority, staffing, and other resources to fulfill their assigned roles. The President communicates a commitment to equal employment opportunity (including an annual reaffirmation), and issues required reports, including this affirmative action plan. **Appendix C** contains the annual reaffirmation letter issued by the President.

### Chief Diversity Officer

The President designated Odelia Levy, Esq.<sup>2</sup> as Chief Diversity Officer (CDO) and Responsible

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<sup>2</sup> Ms. Levy's employment at BMCC ended effective December 31, 2024. In the interim, Joy B. Tolliver, Esq., Acting Assistant Vice President for Legal Affairs & Labor Relations, is serving as the CDO/Responsible Official.

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 online certification of compliance with affirmative action program requirements prior to April 15, 2024.

### **College 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.

### **Committee on Diversity and Inclusion**

BMCC has a standing committee, the BMCC Race, Equity, and Inclusion (REI) task force. 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 Race, Equity, and Inclusion (REI) Steering Committee actively works to dismantle systemic racism and structural inequality across the BMCC community of students, faculty, staff, contractors, and collaborators. The primary role of REI is to serve in an advisory capacity to the President and the leadership of the College. The changes REI seeks in regard to equity, inclusion, and justice will require our collective work. REI commits to reach out to, embrace, and amplify the voices of all members of the BMCC community. Working as the conscience of the College, REI provides recommendations for BMCC's leadership to prioritize, build upon, and institutionalize. REI seeks transformational change for today and the future.

The REI Steering Committee consists of four 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 implementing and monitoring these recommendations.

### **Co-Chairs**

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

### **Subcommittee 1: REI Course Designation**

#### **Members:**

- Convener: Ashtian Holmes, Director of Urban Male Leadership Academy
- Jean Amaral, Library
- Sara Crosby, Director of Academic Affairs
- Laurie Lomask, Associate Professor, Modern Languages
- Jen Longley, Associate Professor, Teacher Education
- Patricia Mathews, Professor, Ethnic and Race Studies

### **Subcommittee 2: Social Justice Week**

#### **Members:**

- Convener: Neda Hajizadeh, Director of Counseling Center
- Shenique S. Davis, Assistant Professor, Criminal Justice Program
- Odelia Levy, Office of Compliance and Diversity
- Joseph Derima, Assistant Professor, Accounting
- S. Raschaad Hoggard, Chief of Staff
- Pedro Pérez, Director of College Discovery
- Angel Lopez, Assistant Director/Lieutenant, Public Safety
- Jenny Fernandez, Adjunct, REI Committee
- Leslie Rennis, Professor, Health Studies
- Andrew Stout, Associate Professor, Mathematics
- Joely Castillo, Student Representative



### **Subcommittee 3: Campus Climate**

#### **Members:**

- Convener: Lashallah Burgess, Director of CUNYstart/MATHstart
- Jorge Florez, Associate Professor, Mathematics
- Grace Harris, Learning Disability Specialist, Academic Advisement and Transfer Center
- S. Raschaad Hoggard, Chief of Staff
- Jonathan Matamoros, Associate Director, Academic Advisement and Transfer Center
- Michelle Ronda, Social Science, Human Services and Criminal Justice

### **Subcommittee 4: Enhancing REI Presence, Engagement, and Messaging**

#### **Members:**

- Shenique S. Davis, Assistant Professor, Criminal Justice Program
- Odelia Levy, Office of Compliance and Diversity
- Pedro Pérez, Director of College Discovery
- Jenny Fernandez, Adjunct, REI Committee
- Karen Wilson-Stevenson, Vice President, Office for Institutional Advancement

### **Student Advisory Group**

#### **Members:**

- Joely Castillo
- Nicole Gomes
- Dan Lin
- Jennifer Marquez
- Tiana Rogers
- Mandy Zhang

### **University Management**

CUNY's University Office of Recruitment and Diversity (ORD) within University Human Resources establishes job groups and reports parameters and reports summary statistics. ORD sponsors university-wide diversity programs and maintains data collection and self-identification systems. It also maintains job posting and applicant tracking systems.

## PART TWO: DATA AND ANALYSIS

### Collecting Employee Data

We extracted data on active employees as of June 1, 2024, from CUNY's system of record, CUNYfirst. We include personnel on most paid leaves, including medical and fellowship/sabbatical leave. We exclude personnel on terminal leave, such as retirement leave, student workers (including Graduate Assistants), and people 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. On April 30, 2018, BMCC emailed employees to voluntarily self-identify. We also invite job applicants to self-identify on the job application portal.

Of **1,288** full-time employees, **two (2)** employees selected a gender other than male or female. Anyone who did not specify a gender and/or ethnicity is included in the Workforce Analysis but not assigned to a protected group. **Two (2)** employees did not identify a race/ethnicity category. **Four hundred and twenty-six (426)** employees did not identify veteran status, and **1,173** employees did not identify a disability status.

### Self-Identification Categories

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

- Total Protected Ethnicities (all groups other than White, reported as a single category)
- Asian (consolidates Asian, Hawaiian/Other Pacific Islander)
- Black/African American
- Hispanic/Latino
- White (not a federally protected ethnicity).

We record a person identifying as both Hispanic/Latino and another group as Hispanic/Latino, and not as Two or More Races.

We include the categories of American Indian/Alaska Native and Two or More Races under Total Protected Ethnicities and do not report them separately.

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 voluntarily provide data on their ancestries from a list of approximately sixty categories.

CUNY provides for six categories of gender identification but uses the federally mandated

categories for this plan. For federal reporting, we include only persons specifically identifying as female in the federally protected gender category.

The federal government is in the process of preparing new standards for self-identification expected to impact future Affirmative Action plans.

### **Analyzing Data**

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

- Workforce Analysis (evaluating employment within organizational units/departments)
- Job Group Analysis (analysis of job groups and academic disciplines)
- Utilization Analysis (comparisons with labor market availability measures)
- Personnel and Recruiting Activity (personnel actions, recruitment and hiring, and compensation).

We rely on methods provided by the US Department of Labor's Office of Contract Compliance Programs (OFCCP) such as the *Educational Institutions Technical Assistance Guide (2019)*.

### **Workforce Analysis**

Workforce Analysis is a review of employees organized by their assigned division and department. We review demographic data by job title in order of rank (salary range).

Due to length, we do not publish the Workforce Analysis charts in this report.

Tables 1 and 2 summarize the workforce by job group and faculty workforce by tenure status.

### **Job Group Analysis**

Job Group Analysis is a process of creating groups of jobs with similar duties and qualifications. For some reports we "roll up" job groups into categories based on the federal EEO-1 coding system.

CUNY reviews faculty job groups by both rank and academic discipline. CUNY assigns most faculty departments to disciplines as per the US Department of Education's Classification of Instructional Programs (CIP).

CUNY organizes data about College Laboratory Technicians by assigning the employees' departments to one of two categories: Scientific/Engineering/Technical or a General (non-scientific) category.

The Utilization Analysis (see next section) provides details on job groups and academic disciplines.

## **Utilization Analysis**

We compare CUNY's job groups with an estimated labor market availability by job group. We evaluate utilization for females and federal ethnicity categories (Asian, Black/African American, and Hispanic/Latino and Total Protected Ethnicities).

### **Labor Market Source Data**

Labor market availability is a benchmark calculated by job group. It is an estimate of the ratio of females and federally protected ethnicities available for employment. This information is based on both an external labor market in a reasonable geographic area and an internal labor market of CUNY personnel eligible for advancement. We last calculated labor market availability in 2023.

It is not possible for anyone to exactly calculate labor market availability, as all calculations are based on historical data. We consider the calculations and the resulting findings to be general indicators.

We calculated an internal labor market utilizing lists of CUNY-wide appointments between 2017-2022. For Classified Civil Service titles, we also consulted with CUNY's Director of Civil Service Operations. This review resulted in a percentage of internal advancements for each job group. The resulting demographics are based on persons employed as of June 1, 2022.

For external labor market calculations other than faculty, we utilized the US Census American Community Survey (ACS), 5-year estimate, 2017-2021 (final), extracted from University of Minnesota's Integrated Public User Microdata Sample (IPUMS). We selected data based on geography, labor force participation, occupation, and educational attainment.

We combine internal and external labor market calculations in proportion to the numbers of internal advancements and external hires into each job group.

For faculty, we calculated labor market availability by both job group and academic discipline within job group. We utilized the US Department of Education's National Center for Education Statistics' Integrated Post-Secondary Education Data System (IPEDS) degree completion data, 2020-2021 (final). We used the Classification of Instructional Programs (CIP) to identify discipline.

### **Calculating Underutilization**

A workplace without bias should employ persons in protected groups in the same ratio that people in each group appear in the general labor market.

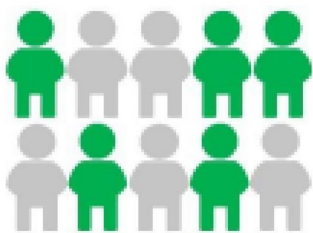
We calculate underutilization for groups with a minimum of five incumbents, with the caveat that analyzing groups of less than 30 employees may generate less reliable results. We do

not report on the President’s position, as it reports outside of our unit.

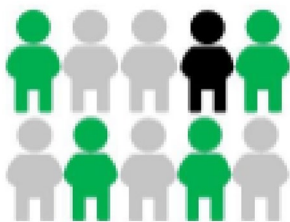
We report underutilization where the percentage of employees belonging to a protected group does not reach a benchmark of at least 80% of the labor market estimate, and the difference is equal to at least one full-time equivalent employee. The following illustration may help explain:

**Illustration: Utilization and Underutilization**

If a job group has ten employees and 50% of the available labor market is female, we expect 50% of employees in that job group (five persons) should be female.



We use a benchmark of 80% of the labor market. If at least four employees are female, there would be no underutilization.



In this example there are three females in the job group. Females are underutilized compared with the labor market (or “underutilization of one.”)



**Appendix D** details utilization/underutilization in each category (job group and/or academic discipline). We prioritize job groups with underutilization for placement goals and outreach for hiring and advancement.

While we expect year-to-year variations to be the result of implementing our affirmative action plans, variations may also arise from changes in availability, hires, advancements, and separations.

Tables 3 and 4 summarize staffing and underutilization for each job group.

**Illustrative Tables**

**Table 1: Workforce by Job Group and Category**

**Table 2: Full-Time Faculty by Title and Tenure Status**

***Table 3: Historical Changes in Underutilization – Faculty***

***Table 4: Historical Changes in Underutilization – Staff and College Laboratory Technicians***

Technicians

| Job Group              | Ttl Empls | Female # | Female % | Pro. Eth # | Pro. Eth % |
|------------------------|-----------|----------|----------|------------|------------|
| Print Media Technician | 8         | 3        | 37.5%    | 7          | 87.5%      |

Craft Workers

| Job Group                          | Ttl Empls | Female # | Female % | Pro. Eth # | Pro. Eth % |
|------------------------------------|-----------|----------|----------|------------|------------|
| Skilled Trades: Supervisory        | 2         | 0        | 0.0%     | 1          | 50.0%      |
| Skilled Trades: Not Supervisory    | 43        | 0        | 0.0%     | 19         | 44.2%      |
| Laborers and Helpers               | 10        | 0        | 0.0%     | 9          | 90.0%      |
| Basic Crafts-Buildings and Grounds | 2         | 0        | 0.0%     | 1          | 50.0%      |

Service Workers

| Job Group                         | Ttl Empls | Female # | Female % | Pro. Eth # | Pro. Eth % |
|-----------------------------------|-----------|----------|----------|------------|------------|
| Campus Public Safety Sergeant     | 10        | 6        | 60.0%    | 9          | 90.0%      |
| Campus Peace Officer              | 13        | 3        | 23.1%    | 13         | 100.0%     |
| Campus Security Assistant         | 33        | 15       | 45.5%    | 32         | 97.0%      |
| Campus Security Assistant Adjunct | 2         | 1        | 50.0%    | 2          | 100.0%     |
| Custodial: Supervisory            | 12        | 5        | 41.7%    | 12         | 100.0%     |
| Custodial: Assistant              | 49        | 19       | 38.8%    | 47         | 95.9%      |
| Custodial: Assistant Adjunct      | 31        | 9        | 29.0%    | 30         | 96.8%      |

| Group/Title/Status             | Ttl Empls | Female # | Female % | Pro. Eth # | Pro. Eth% |
|--------------------------------|-----------|----------|----------|------------|-----------|
| Faculty: Developmental         |           |          |          |            |           |
| CLIP Instructor                | 9         | 6        | 66.7%    | 2          | 22.2%     |
| Instructors and others PSC     | 8         | 5        | 62.5%    | 2          | 25.0%     |
| Substitute <6 Mo no prior svc  | 1         | 1        | 100.0%   | 0          | 0.0%      |
| CUNY Start Instructor          | 15        | 11       | 73.3%    | 8          | 53.3%     |
| Instructors and others PSC     | 15        | 11       | 73.3%    | 8          | 53.3%     |
| EOC Lecturer                   | 3         | 0        | 0.0%     | 3          | 100.0%    |
| CCE Certificate Continuous Emp | 2         | 0        | 0.0%     | 2          | 100.0%    |
| Lecturer track CCE             | 1         | 0        | 0.0%     | 1          | 100.0%    |
| EOC Lecturer Doc Sch           | 2         | 0        | 0.0%     | 2          | 100.0%    |
| CCE Certificate Continuous Emp | 2         | 0        | 0.0%     | 2          | 100.0%    |
| Faculty: Instructor            |           |          |          |            |           |
| Instructor                     | 21        | 10       | 47.6%    | 14         | 66.7%     |
| Instructors and others PSC     | 4         | 0        | 0.0%     | 2          | 50.0%     |
| Substitute >=6 Mo Or Prior Ben | 17        | 10       | 58.8%    | 12         | 70.6%     |
| Faculty: Lecturer              |           |          |          |            |           |
| Lecturer                       | 102       | 56       | 54.9%    | 60         | 58.8%     |
| CCE Certificate Continuous Emp | 57        | 29       | 50.9%    | 31         | 54.4%     |
| Lecturer track CCE             | 45        | 27       | 60.0%    | 29         | 64.4%     |
| Lecturer Doc Sch               | 3         | 1        | 33.3%    | 0          | 0.0%      |
| CCE Certificate Continuous Emp | 3         | 1        | 33.3%    | 0          | 0.0%      |
| Faculty: Librarian             |           |          |          |            |           |
| Lecturer-Librarian             | 1         | 0        | 0.0%     | 1          | 100.0%    |
| Lecturer track CCE             | 1         | 0        | 0.0%     | 1          | 100.0%    |



| Group/Title/Status             | Ttl Empls | Female # | Female % | Pro. Eth # | Pro. Eth% |
|--------------------------------|-----------|----------|----------|------------|-----------|
| Faculty: Librarian             |           |          |          |            |           |
| Instructor-Librarian           | 1         | 1        | 100.0%   | 1          | 100.0%    |
| Instructors and others PSC     | 1         | 1        | 100.0%   | 1          | 100.0%    |
| Asst Professor-Librarian       | 1         | 1        | 100.0%   | 0          | 0.0%      |
| Tenured                        | 1         | 1        | 100.0%   | 0          | 0.0%      |
| Assc Professor-Librarian       | 7         | 6        | 85.7%    | 2          | 28.6%     |
| Tenured                        | 4         | 4        | 100.0%   | 0          | 0.0%      |
| Track Tenure                   | 3         | 2        | 66.7%    | 2          | 66.7%     |
| Professor-Librarian            | 3         | 3        | 100.0%   | 2          | 66.7%     |
| Tenured                        | 3         | 3        | 100.0%   | 2          | 66.7%     |
| Faculty: Professoriate         |           |          |          |            |           |
| Asst Professor                 | 102       | 61       | 59.8%    | 58         | 56.9%     |
| Substitute >=6 Mo Or Prior Ben | 12        | 7        | 58.3%    | 8          | 66.7%     |
| Tenured                        | 41        | 24       | 58.5%    | 22         | 53.7%     |
| Track Tenure                   | 49        | 30       | 61.2%    | 28         | 57.1%     |
| Assc Professor                 | 159       | 88       | 55.3%    | 69         | 43.4%     |
| Tenured                        | 145       | 80       | 55.2%    | 60         | 41.4%     |
| Track Tenure                   | 14        | 8        | 57.1%    | 9          | 64.3%     |
| Professor                      | 144       | 74       | 51.4%    | 57         | 39.6%     |
| Substitute >=6 Mo Or Prior Ben | 1         | 1        | 100.0%   | 0          | 0.0%      |
| Tenured                        | 142       | 72       | 50.7%    | 57         | 40.1%     |
| Track Tenure                   | 1         | 1        | 100.0%   | 0          | 0.0%      |

This exhibit summarizes underutilization of protected groups by job group and discipline in faculty ranks, organized by job group and academic discipline. We report combinations of job group and discipline only in years they have five or more incumbents.

This summary reports underutilization in:

- 2024 - 2025 Plan (as of 6/1/2024 - current plan)
- 2023 - 2024 Plan (as of 6/1/2023)
- 2022 - 2023 Plan (as of 6/1/2022)
- 2021 - 2022 Plan (as of 6/1/2021)

In 2023, we updated Labor Market Availability estimates, which could impact results between years. We also began calculating underutilization for adjunct faculty. In 2024, we refined the method to account for multiple adjunct appointments, which could reduce the total adjunct count.

Underutilization indicates areas of outreach for recruitment and advancement. When underutilization does not change year-to-year, it may be due to limited turnover (opportunities to hire or promote into the job group).

There are more details in the plan narrative and in Appendix D (Utilization Analysis).

| Faculty: Professoriate Adjunct                           |      | Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|--|------|---------------|--------|-----------------|--------------------|--------------------|------------------|
| Area, Ethnic, Cultural, Gender, and Group Studies        |      |               |        |                 |                    |                    |                  |
|  | 2024 | 10            | 1      |                 |                    |                    |                  |
|  | 2023 | 10            | 1      |                 |                    |                    |                  |
| Biological and Biomedical Sciences AND Physical Sciences |      |               |        |                 |                    |                    |                  |
|  | 2024 | 43            | 9      |                 |                    |                    |                  |
|  | 2023 | 43            | 8      |                 |                    |                    |                  |
| Business, Management, Marketing and Support              |      |               |        |                 |                    |                    |                  |
|  | 2024 | 16            | 6      |                 |                    |                    | 1                |
|  | 2023 | 15            | 4      |                 |                    | 1                  | 1                |
| Communications, Journalism, and Related                  |      |               |        |                 |                    |                    |                  |
|  | 2024 | 37            |        |                 |                    |                    |                  |
|  | 2023 | 38            |        |                 | 1                  |                    |                  |
| Communications, Journalism, AND Visual/Perf Arts         |      |               |        |                 |                    |                    |                  |
|  | 2024 | 12            |        | 1               | 1                  |                    | 1                |
|  | 2023 | 16            |        |                 |                    |                    | 1                |
| Computer and Information Sciences and Support            |      |               |        |                 |                    |                    |                  |
|  | 2024 | 7             | 2      |                 |                    |                    |                  |
|  | 2023 | 7             | 2      |                 |                    | 1                  |                  |
| English Language and Literature/Letters                  |      |               |        |                 |                    |                    |                  |
|  | 2024 | 15            |        |                 |                    |                    | 1                |
|  | 2023 | 16            |        |                 | 1                  |                    | 1                |
| Foreign Languages, Literatures, and Linguistics          |      |               |        |                 |                    |                    |                  |
|  | 2024 | 6             |        |                 |                    |                    |                  |

Faculty: Professoriate Adjunct

Foreign Languages, Literatures, and Linguistics

2023

| Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|---------------|--------|-----------------|--------------------|--------------------|------------------|
| 8             |        |                 |                    |                    |                  |

Health Professions and Related Programs

2024

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 53 |  |  |  |  |  |
| 48 |  |  |  |  |  |

2023

Mathematics and Statistics

2024

|    |   |   |   |  |   |
|----|---|---|---|--|---|
| 18 |   |   | 1 |  |   |
| 14 | 2 | 2 | 2 |  | 1 |

2023

Social Sciences

2024

|    |  |  |  |  |   |
|----|--|--|--|--|---|
| 36 |  |  |  |  | 3 |
| 42 |  |  |  |  | 1 |

2023

Visual and Performing Arts

2024

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 27 |  |  |  |  |  |
| 29 |  |  |  |  |  |

2023

Faculty: Professoriate

Area, Ethnic, Cultural, Gender, and Group Studies

2024

| Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|---------------|--------|-----------------|--------------------|--------------------|------------------|
| 8             |        |                 |                    |                    |                  |
| 10            |        |                 |                    |                    |                  |
| 10            |        |                 |                    |                    |                  |
| 9             |        |                 |                    |                    |                  |

2023

2022

2021

Biological and Biomedical Sciences AND Physical Sciences

2024

|    |  |  |  |   |  |
|----|--|--|--|---|--|
| 55 |  |  |  | 1 |  |
| 56 |  |  |  | 1 |  |
| 57 |  |  |  | 1 |  |
| 59 |  |  |  | 1 |  |

2023

2022

2021

Business, Management, Marketing and Support

2024

|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 29 | 3 |  |  |  |  |
| 30 | 3 |  |  |  |  |
| 30 |   |  |  |  |  |
| 34 |   |  |  |  |  |

2023

2022

2021

Communications, Journalism, and Related

2024

|    |   |  |   |  |  |
|----|---|--|---|--|--|
| 13 | 3 |  | 1 |  |  |
| 13 | 3 |  | 1 |  |  |
| 14 | 3 |  | 1 |  |  |
| 15 | 3 |  | 1 |  |  |

2023

2022

2021

Faculty: Professoriate

Communications, Journalism, AND Visual/Perf Arts

|      |    |  |   |  |  |
|------|----|--|---|--|--|
| 2024 | 20 |  |   |  |  |
| 2023 | 22 |  | 1 |  |  |
| 2022 | 22 |  | 1 |  |  |
| 2021 | 22 |  |   |  |  |

Computer and Information Sciences and Support

|      |    |  |  |   |  |
|------|----|--|--|---|--|
| 2024 | 15 |  |  |   |  |
| 2023 | 16 |  |  |   |  |
| 2022 | 16 |  |  |   |  |
| 2021 | 17 |  |  | 1 |  |

Education

|      |    |  |  |   |  |
|------|----|--|--|---|--|
| 2024 | 10 |  |  | 1 |  |
| 2023 | 10 |  |  | 1 |  |
| 2022 | 10 |  |  | 1 |  |
| 2021 | 12 |  |  |   |  |

Education - Developmental

|      |    |   |  |   |   |
|------|----|---|--|---|---|
| 2024 | 28 |   |  | 1 | 1 |
| 2023 | 32 |   |  |   | 2 |
| 2022 | 32 | 6 |  | 3 | 2 |
| 2021 | 35 | 6 |  | 2 | 2 |

English Language and Literature/Letters

|      |    |  |  |  |  |
|------|----|--|--|--|--|
| 2024 | 48 |  |  |  |  |
| 2023 | 50 |  |  |  |  |
| 2022 | 52 |  |  |  |  |
| 2021 | 52 |  |  |  |  |

Family and Consumer/Human Sciences

|      |    |  |   |  |  |
|------|----|--|---|--|--|
| 2024 | 10 |  |   |  |  |
| 2023 | 10 |  |   |  |  |
| 2022 | 10 |  | 1 |  |  |
| 2021 | 9  |  | 1 |  |  |

Foreign Languages, Literatures, and Linguistics

|      |    |  |  |  |  |
|------|----|--|--|--|--|
| 2024 | 25 |  |  |  |  |
| 2023 | 25 |  |  |  |  |
| 2022 | 25 |  |  |  |  |
| 2021 | 25 |  |  |  |  |

Health Professions and Related Programs

|      |    |  |   |  |   |
|------|----|--|---|--|---|
| 2024 | 22 |  | 2 |  |   |
| 2023 | 25 |  |   |  | 2 |

Faculty: Professoriate

Health Professions and Related Programs

|      |    |  |  |  |  |   |
|------|----|--|--|--|--|---|
| 2022 | 28 |  |  |  |  | 1 |
| 2021 | 29 |  |  |  |  | 1 |

Mathematics and Statistics

|      |    |  |  |  |  |  |
|------|----|--|--|--|--|--|
| 2024 | 40 |  |  |  |  |  |
| 2023 | 42 |  |  |  |  |  |
| 2022 | 42 |  |  |  |  |  |
| 2021 | 43 |  |  |  |  |  |

Social Sciences

|      |    |  |  |  |  |  |
|------|----|--|--|--|--|--|
| 2024 | 63 |  |  |  |  |  |
| 2023 | 65 |  |  |  |  |  |
| 2022 | 69 |  |  |  |  |  |
| 2021 | 70 |  |  |  |  |  |

Visual and Performing Arts

|      |    |  |  |  |   |  |
|------|----|--|--|--|---|--|
| 2024 | 19 |  |  |  | 1 |  |
| 2023 | 20 |  |  |  | 1 |  |
| 2022 | 21 |  |  |  | 1 |  |
| 2021 | 22 |  |  |  | 1 |  |

Faculty: Librarian

Library (Librarians/Non-Teaching)

|      |    |  |  |  |  |  |
|------|----|--|--|--|--|--|
| 2024 | 13 |  |  |  |  |  |
| 2023 | 14 |  |  |  |  |  |
| 2022 | 12 |  |  |  |  |  |
| 2021 | 12 |  |  |  |  |  |

Faculty: Lecturer Adjunct

Area, Ethnic, Cultural, Gender, and Group Studies

|      |    |   |  |   |  |  |
|------|----|---|--|---|--|--|
| 2024 | 9  |   |  | 1 |  |  |
| 2023 | 17 | 3 |  |   |  |  |

Biological and Biomedical Sciences AND Physical Sciences

|      |    |  |  |  |  |   |
|------|----|--|--|--|--|---|
| 2024 | 33 |  |  |  |  | 2 |
| 2023 | 40 |  |  |  |  | 2 |

Business, Management, Marketing and Support

|      |    |  |  |  |  |   |
|------|----|--|--|--|--|---|
| 2024 | 66 |  |  |  |  | 4 |
| 2023 | 73 |  |  |  |  | 5 |

Faculty: Lecturer Adjunct

|  |      | Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|--|------|---------------|--------|-----------------|--------------------|--------------------|------------------|
| Communications, Journalism, and Related          | 2024 | 9             | 3      |                 | 1                  |                    |                  |
|  | 2023 | 9             | 2      |                 | 1                  |                    | 1                |
| Communications, Journalism, AND Visual/Perf Arts | 2024 | 36            |        |                 | 2                  |                    |                  |
|  | 2023 | 41            |        |                 | 3                  |                    | 2                |
| Computer and Information Sciences and Support    | 2024 | 36            |        |                 |                    |                    |                  |
|  | 2023 | 33            |        |                 |                    |                    |                  |
| Education  | 2024 | 16            |        |                 | 1                  |                    |                  |
|  | 2023 | 18            |        |                 |                    |                    |                  |
| Education - Developmental                        | 2024 | 91            |        |                 |                    |                    |                  |
|  | 2023 | 87            |        |                 |                    |                    |                  |
| English Language and Literature/Letters          | 2024 | 75            |        |                 | 1                  |                    | 9                |
|  | 2023 | 86            |        | 8               |                    |                    | 11               |
| Family and Consumer/Human Sciences               | 2024 | 5             | 3      |                 |                    |                    | 1                |
|  | 2023 | 6             | 3      |                 |                    |                    |                  |
| Foreign Languages, Literatures, and Linguistics  | 2024 | 23            | 7      |                 |                    |                    |                  |
|  | 2023 | 34            | 10     |                 | 1                  | 2                  |                  |
| Health Professions and Related Programs          | 2024 | 9             | 4      |                 |                    |                    |                  |
|  | 2023 | 9             | 5      |                 |                    |                    |                  |
| Mathematics and Statistics                       | 2024 | 79            | 20     |                 |                    |                    |                  |
|  | 2023 | 90            | 20     |                 | 4                  |                    | 2                |
| Social Sciences                                  | 2024 | 48            |        |                 |                    |                    | 3                |
|  | 2023 | 59            | 7      |                 |                    |                    | 2                |
| Visual and Performing Arts                       | 2024 | 40            | 7      | 6               | 3                  |                    | 5                |
|  | 2023 | 36            | 7      | 7               | 2                  |                    | 6                |

Faculty: Lecturer

|  |      | Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|--|------|---------------|--------|-----------------|--------------------|--------------------|------------------|
| Business, Management, Marketing and Support      |      |               |        |                 |                    |                    |                  |
|  | 2024 | 9             |        |                 |                    |                    |                  |
|  | 2023 | 8             |        |                 |                    |                    |                  |
|  | 2022 | 6             |        |                 | 1                  |                    |                  |
|  | 2021 | 6             |        |                 | 1                  |                    |                  |
| Communications, Journalism, AND Visual/Perf Arts |      |               |        |                 |                    |                    |                  |
|  | 2024 | 16            | 2      |                 | 1                  |                    | 3                |
|  | 2023 | 15            | 3      |                 | 1                  |                    | 2                |
|  | 2022 | 10            | 2      |                 | 1                  |                    | 1                |
|  | 2021 | 10            | 2      |                 | 1                  |                    | 1                |
| Computer and Information Sciences and Support    |      |               |        |                 |                    |                    |                  |
|  | 2024 | 6             | 1      |                 |                    | 1                  |                  |
| Education - Developmental                        |      |               |        |                 |                    |                    |                  |
|  | 2024 | 10            | 1      | 1               | 1                  | 1                  |                  |
|  | 2023 | 11            | 2      | 1               | 1                  | 1                  |                  |
|  | 2022 | 11            |        | 1               | 1                  |                    |                  |
|  | 2021 | 11            |        | 1               | 1                  |                    |                  |
| English Language and Literature/Letters          |      |               |        |                 |                    |                    |                  |
|  | 2024 | 16            |        |                 |                    |                    | 2                |
|  | 2023 | 16            |        |                 |                    |                    | 2                |
|  | 2022 | 12            |        |                 |                    |                    | 1                |
|  | 2021 | 12            |        |                 |                    |                    | 1                |
| Mathematics and Statistics                       |      |               |        |                 |                    |                    |                  |
|  | 2024 | 21            |        |                 |                    |                    |                  |
|  | 2023 | 21            |        |                 |                    |                    |                  |
|  | 2022 | 18            | 3      |                 |                    |                    | 1                |
|  | 2021 | 19            | 3      |                 |                    |                    | 1                |
| Social Sciences                                  |      |               |        |                 |                    |                    |                  |
|  | 2024 | 9             |        |                 |                    | 1                  |                  |
|  | 2023 | 9             | 1      |                 |                    | 1                  |                  |

Faculty: Instructor

|  |      | Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|--|------|---------------|--------|-----------------|--------------------|--------------------|------------------|
| Communications, Journalism, AND Visual/Perf Arts |      |               |        |                 |                    |                    |                  |
|  | 2024 | 6             |        |                 |                    |                    |                  |
|  | 2023 | 6             |        |                 |                    |                    | 1                |
|  | 2022 | 5             |        |                 |                    |                    |                  |

Faculty: Instructor

Mathematics and Statistics

2021

| Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|---------------|--------|-----------------|--------------------|--------------------|------------------|
| 5             |        |                 |                    |                    |                  |

Faculty: Developmental

Education - Developmental

2024

2023

2022

2021

| Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|---------------|--------|-----------------|--------------------|--------------------|------------------|
| 29            |        |                 | 1                  |                    |                  |
| 31            |        |                 | 1                  |                    |                  |
| 32            |        |                 | 1                  |                    |                  |
| 34            |        |                 | 2                  |                    |                  |

Faculty: Continuing Education

Education - Developmental

2024

2023

| Total Faculty | Female | Total Pro. Eth. | Asian/Nat Haw./OPI | Black/ African Am. | Hispanic/ Latino |
|---------------|--------|-----------------|--------------------|--------------------|------------------|
| 42            |        |                 |                    |                    |                  |
| 37            |        |                 |                    |                    |                  |



This exhibit summarizes underutilization of protected groups for non-faculty, presented by job group (organized by EEO Category, as in the Workforce Summary). We report job groups only in years they have five or more incumbents.

This summary reports underutilization in:

- 2024 - 2025 Plan (as of 6/1/2024 - current plan)
- 2023 - 2024 Plan (as of 6/1/2023)
- 2022 - 2023 Plan (as of 6/1/2022)
- 2021 - 2022 Plan (as of 6/1/2021)

In 2023, we updated Labor Market Availability estimates, which could impact results between years. We also began calculating underutilization for hourly appointments. In 2024, we refined the method to account for multiple hourly appointments, which could reduce the total staff count.

Underutilization indicates areas of potential outreach for recruitment and advancement. When underutilization does not change year-to-year, it may be due to limited turnover (opportunities to hire or promote into the job group).

There are more details in the plan narrative and in Appendix D (Utilization Analysis).

| Executive/Administrative/Managerial |  | Total Staff | Female | Total Pro. Ethnicity | Asian/Nat Haw./OPI | Black/ AfricanAm | Hispanic/ Latino |
|-------------------------------------|--|-------------|--------|----------------------|--------------------|------------------|------------------|
| Admin 1: Executive                  |  | 2024        | 25     |                      |                    |                  |                  |
|                                     |  | 2023        | 21     |                      |                    |                  |                  |
|                                     |  | 2022        | 19     |                      |                    |                  |                  |
|                                     |  | 2021        | 18     |                      |                    |                  |                  |
| Admin 2: Managerial                 |  | 2024        | 118    |                      |                    |                  |                  |
|                                     |  | 2023        | 117    |                      |                    |                  |                  |
|                                     |  | 2022        | 117    |                      |                    |                  |                  |
|                                     |  | 2021        | 113    |                      |                    |                  |                  |
| Admin 2: Managerial Adjunct         |  | 2024        | 87     |                      | 5                  |                  |                  |
|                                     |  | 2023        | 106    |                      | 6                  |                  |                  |
| Managerial: Facilities              |  | 2023        | 5      |                      |                    |                  |                  |
|                                     |  | 2022        | 5      |                      | 1                  |                  |                  |
|                                     |  | 2021        | 5      |                      | 1                  |                  |                  |
| Managerial: Security                |  | 2024        | 5      | 1                    |                    | 1                |                  |
|                                     |  | 2023        | 6      | 1                    |                    | 1                |                  |
|                                     |  | 2022        | 5      | 1                    |                    | 1                |                  |
|                                     |  | 2021        | 6      | 1                    |                    | 1                |                  |
| Professional Non-Faculty            |  | Total Staff | Female | Total Pro. Ethnicity | Asian/Nat Haw./OPI | Black/ AfricanAm | Hispanic/ Latino |
| Accountant: Professional            |  | 2024        | 5      |                      | 1                  |                  |                  |
|                                     |  | 2023        | 6      |                      | 2                  |                  |                  |
|                                     |  | 2021        | 5      |                      |                    |                  |                  |
| Admin 3: Professional               |  |             |        |                      |                    |                  |                  |

Professional Non-Faculty

Admin 3: Professional

|      | Total Staff | Female | Total Pro. Ethnicity | Asian/Nat Haw./OPI | Black/ AfricanAm | Hispanic/ Latino |
|------|-------------|--------|----------------------|--------------------|------------------|------------------|
| 2024 | 209         |        |                      |                    |                  |                  |
| 2023 | 220         |        |                      |                    |                  |                  |
| 2022 | 219         |        |                      |                    |                  |                  |
| 2021 | 234         |        |                      |                    |                  |                  |

Info Tech: Professional

|      |    |   |  |  |  |  |
|------|----|---|--|--|--|--|
| 2024 | 38 |   |  |  |  |  |
| 2023 | 38 |   |  |  |  |  |
| 2022 | 40 |   |  |  |  |  |
| 2021 | 32 | 8 |  |  |  |  |

Administrative Support Workers

Accountant: Assistant

|      | Total Staff | Female | Total Pro. Ethnicity | Asian/Nat Haw./OPI | Black/ AfricanAm | Hispanic/ Latino |
|------|-------------|--------|----------------------|--------------------|------------------|------------------|
| 2024 | 6           |        |                      |                    |                  |                  |
| 2023 | 7           |        |                      |                    |                  |                  |
| 2022 | 12          |        |                      |                    |                  |                  |
| 2021 | 13          |        |                      |                    |                  |                  |

Administrative Assistant

|      |    |  |  |  |  |   |
|------|----|--|--|--|--|---|
| 2024 | 10 |  |  |  |  | 1 |
| 2023 | 9  |  |  |  |  | 1 |
| 2022 | 11 |  |  |  |  | 1 |
| 2021 | 11 |  |  |  |  | 1 |

Office Assistant

|      |    |  |  |  |  |  |
|------|----|--|--|--|--|--|
| 2024 | 65 |  |  |  |  |  |
| 2023 | 73 |  |  |  |  |  |
| 2022 | 80 |  |  |  |  |  |
| 2021 | 87 |  |  |  |  |  |

Office Assistant Adjunct

|      |     |    |  |  |  |  |
|------|-----|----|--|--|--|--|
| 2024 | 500 | 79 |  |  |  |  |
| 2023 | 383 |    |  |  |  |  |

Technicians

Admin 4: College Lab Technician

College Lab Tech: Other

|      |    |   |  |   |  |  |
|------|----|---|--|---|--|--|
| 2024 | 14 | 8 |  | 1 |  |  |
| 2023 | 15 | 9 |  | 1 |  |  |
| 2022 | 15 |   |  | 3 |  |  |
| 2021 | 17 |   |  | 4 |  |  |

Admin 4: College Lab Technician

College Lab Tech: Science, Tech, Eng.

|      |    |   |  |  |  |  |
|------|----|---|--|--|--|--|
| 2024 | 19 | 2 |  |  |  |  |
| 2023 | 20 |   |  |  |  |  |
| 2022 | 19 |   |  |  |  |  |
| 2021 | 18 |   |  |  |  |  |

Admin 4: College Lab Technician Adjunct

College Lab Tech: Other

|      |    |    |  |   |  |  |
|------|----|----|--|---|--|--|
| 2024 | 33 | 11 |  | 2 |  |  |
| 2023 | 29 | 6  |  | 2 |  |  |

Admin 4: College Lab Technician Adjunct

College Lab Tech: Science, Tech, Eng.

Technicians

Admin 4: College Lab Technician Adjunct

College Lab Tech: Science, Tech, Eng.

|      |    |    |  |   |  |  |
|------|----|----|--|---|--|--|
| 2024 | 52 | 6  |  | 3 |  |  |
| 2023 | 68 | 11 |  |   |  |  |

Info Tech: Technician

|      |   |  |  |   |   |  |
|------|---|--|--|---|---|--|
| 2024 | 7 |  |  | 1 | 1 |  |
| 2023 | 8 |  |  | 1 |   |  |

Info Tech: Technician Adjunct

|      |   |  |  |   |  |  |
|------|---|--|--|---|--|--|
| 2024 | 9 |  |  |   |  |  |
| 2023 | 8 |  |  | 1 |  |  |

Print Media Technician

|      |   |  |  |  |  |  |
|------|---|--|--|--|--|--|
| 2024 | 8 |  |  |  |  |  |
| 2023 | 8 |  |  |  |  |  |
| 2022 | 8 |  |  |  |  |  |
| 2021 | 8 |  |  |  |  |  |

Craft Workers

Laborers and Helpers

|      |    |   |  |   |  |   |
|------|----|---|--|---|--|---|
| 2024 | 10 | 2 |  | 1 |  | 1 |
| 2023 | 9  | 2 |  | 1 |  | 2 |
| 2022 | 9  | 2 |  | 1 |  | 2 |
| 2021 | 10 | 2 |  |   |  | 2 |

Skilled Trades: Not Supervisory

|      |    |   |  |  |  |  |
|------|----|---|--|--|--|--|
| 2024 | 43 | 1 |  |  |  |  |
| 2023 | 44 | 1 |  |  |  |  |
| 2022 | 45 | 1 |  |  |  |  |
| 2021 | 47 | 1 |  |  |  |  |

Service Workers

Campus Peace Officer

|      |    |   |  |  |  |  |
|------|----|---|--|--|--|--|
| 2024 | 13 | 1 |  |  |  |  |
| 2023 | 15 | 2 |  |  |  |  |
| 2022 | 23 |   |  |  |  |  |
| 2021 | 30 |   |  |  |  |  |

Campus Public Safety Sergeant

|      |    |  |  |  |  |   |
|------|----|--|--|--|--|---|
| 2024 | 10 |  |  |  |  | 1 |
| 2023 | 9  |  |  |  |  | 2 |
| 2022 | 10 |  |  |  |  | 1 |
| 2021 | 10 |  |  |  |  | 1 |

Campus Security Assistant

|      |    |  |  |  |  |   |
|------|----|--|--|--|--|---|
| 2024 | 33 |  |  |  |  |   |
| 2023 | 32 |  |  |  |  | 3 |
| 2022 | 37 |  |  |  |  | 2 |
| 2021 | 33 |  |  |  |  | 3 |

Campus Security Assistant Adjunct

|      |   |  |  |  |  |  |
|------|---|--|--|--|--|--|
| 2023 | 6 |  |  |  |  |  |
|------|---|--|--|--|--|--|

Service Workers

|                              | Total Staff | Female | Total Pro. Ethnicity | Asian/Nat Haw./OPI | Black/ AfricanAm | Hispanic/ Latino |
|------------------------------|-------------|--------|----------------------|--------------------|------------------|------------------|
| Custodial: Assistant         |             |        |                      |                    |                  |                  |
| 2024                         | 49          |        |                      | 1                  |                  |                  |
| 2023                         | 53          |        |                      | 2                  |                  |                  |
| 2022                         | 57          |        |                      | 2                  |                  |                  |
| 2021                         | 54          |        |                      | 2                  |                  |                  |
| Custodial: Assistant Adjunct |             |        |                      |                    |                  |                  |
| 2024                         | 31          |        |                      | 2                  |                  | 5                |
| 2023                         | 30          |        |                      | 2                  |                  | 4                |
| Custodial: Supervisory       |             |        |                      |                    |                  |                  |
| 2024                         | 12          |        |                      | 1                  |                  | 3                |
| 2023                         | 14          |        |                      | 1                  |                  | 3                |
| 2022                         | 16          |        |                      | 1                  |                  | 2                |
| 2021                         | 16          |        |                      | 1                  |                  |                  |

## Utilization, Underutilization, and Placement Goals

### Faculty

**Job Groups with Reduced Underutilization:** This job category had positive progress, in that underutilization of various underrepresented groups either was eliminated or decreased. In the Communication, Journalism, AND Visual/Performing Arts disciplines, the underutilization of Asian faculty was eliminated from one to zero in the Professoriate job group. In the Health Professions and Related Programs discipline, the underutilization of Hispanic faculty members was eliminated from two to zero in the Professoriate job group. In the Social Sciences discipline, the underutilization of Female faculty was eliminated from one to zero in the Lecturer job group. In the Communication, Journalism, AND Visual/Performing Arts disciplines, the underutilization of Hispanic faculty was eliminated from one to zero in the Instructor job group. In the Education – Developmental discipline, the underutilization of Hispanic faculty was decreased from two to one in the Professoriate job group. In the Communication, Journalism, AND Visual/Performing Arts discipline, the underutilization of Female faculty decreased from three to two in the Lecturer job group. In the Education – Developmental discipline, the underutilization of Female faculty decreased from two to one in the Lecturer job group.

**Job Groups Without Underutilization:** As in the 2023-2024 plan year, there was no underutilization of female or minority employees in the Professoriate job group in the following faculty disciplines: Area, Ethnic, Cultural, Gender, and Group Studies; Computer and Information Sciences and Support; English Language and Literature/Letters; Family and Consumer/ Health Sciences; Foreign Languages, Literatures, and Linguistics; Mathematics and Statistics; Social Sciences; and Library (Librarians/Non-Teaching). As in the 2023-2024 plan year, there was no underutilization of female or minority employees in the Lecturer job group in the following faculty disciplines: Business, Management, Marketing, and Support; Mathematics and Statistics. As in the 2023-2024 plan year, there was no underutilization of female or minority employees in the Instructor job group in the following faculty disciplines: Education - Developmental.

**Job Groups with Unchanged Underutilization:** In the Biological and Biomedical Sciences AND Physical Sciences discipline, the underutilization of Black faculty members in the Professoriate job group remained the same (at one), due to a lack of hiring opportunities. In the Business, Management, Marketing, and Support disciplines, the underutilization of Female faculty members in the Professoriate job group remained the same (at three), due to a lack of hiring opportunities. In the Communications, Journalism, and Related disciplines, the underutilization of female faculty members and Asian faculty members remained the same in the Professoriate job group (at three and one, respectively), due to a lack of hiring opportunities. In the Education discipline, the underutilization of Black faculty members in the Professoriate job group remained the same (at one), due to a lack of hiring opportunities. In the Visual and Performing

Arts discipline, the underutilization of Black faculty members in the Professoriate job group remained the same (at one), due to a lack of hiring opportunities. In the Communication, Journalism, AND Visual/Perf Arts discipline, the underutilization of Asian faculty members in the Lecturer job group remained the same (at one), due to a lack of hiring opportunities. In the Education - Developmental discipline, the underutilization of Asian faculty members and Black faculty members in the Lecturer job group remained the same (at one and one, respectively), due to a lack of hiring opportunities. In the English Language and Literature/Letters discipline, the underutilization of Asian faculty members in the Lecturer job group remained the same (at two), due to a lack of hiring opportunities. In the Social Sciences discipline, the underutilization of Black faculty members in the Lecturer job group remained the same (at one), due to a lack of hiring opportunities. In the Education - Developmental discipline, the underutilization of Asian faculty members in the Instructor job group remained the same (at one), due to a lack of hiring opportunities.

**Job Groups with New Underutilization:** In the Professoriate job group, the underutilization of Black faculty increased (at one) in the Education – Developmental discipline. This change may have been due, in part, to the reduction of four faculty members during the plan year. In the Professoriate job group, the underutilization of Asian faculty increased (underutilization of two) in the Health Professions and Related Programs discipline. This change may have been due, in part, to the reduction of three faculty members during the plan year.

In the Lecturer job group, the underutilization of Hispanic faculty members increased from two to three in the Communication, Journalism, AND Visual/Perf Arts disciplines. For this plan, a utilization report was generated for the Lecturer job group in the Computer and Information Sciences and Support discipline because this job group increased to six Lecturers. There is underutilization of one for both the female and Black faculty members.

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

### **Executive/Administrative/Managerial**

**Job Groups Without Underutilization:** In the Administration 1 (Executive) and Administration 2 (Managerial) job groups, the underutilization of female and minority employees remained at zero.

**Job Groups with Unchanged Underutilization:** The Managerial (Security) job group continued to have an underutilization of one, for both female and Black employees. This change may have been due, in part, to the reduction of staff from six to five employees. The College will continue to make good-faith efforts to improve these areas of underutilization in the following plan year.

## Professional Non-Faculty

**Job Groups with Reduced Underutilization:** In the Accountant: Professional job group, the underutilization of Asian employees decreased from two to one. This change may have been due, in part, to the reduction of staff from six to five employees. The College will continue to make good-faith efforts to improve this area of underutilization in the following plan year.

**Job Groups Without Underutilization:** In the Administration 3: Professional job group, the underutilization of female and minority employees remained at zero. In the Information Technology: Professional job group, the underutilization of female and minority employees remained at zero.

## Administrative Support Workers

**Job Groups Without Underutilization:** As in the 2023-2024 plan year, there was no underutilization of female or minority employees in the Accountant (Assistant) and Office Assistant job groups.

**Job Groups with Unchanged Underutilization:** In the Administrative Assistant job group, the underutilization of Hispanic employees remained the same (at one), due to a lack of hiring opportunities and no civil service examination offered.

## Technician

**Job Groups Without Underutilization:** As in the 2023-2024 plan year, there was no underutilization of female or minority employees in the Print Media Technician job group.

**Job Groups with Reduced Underutilization:** In the Administrative 4: College Lab Technician: Other job groups, the underutilization of female employees decreased from nine to eight.

**Job Groups with Unchanged Underutilization:** In the Administrative 4: College Lab Technician: Other job group, the underutilization of Asian employees remained the same (at one). In the Information Technology: Technician job group, the underutilization of Asian employees remained the same (at one).

**Job Groups with New Underutilization:** In the Administrative 4: College Lab Technician: Science, Technology, Engineering job group, there was an increase in underutilization of female employees from zero to two. In the Information Technology: Technician job, there was an increase of underutilization of Black employees from zero to one. These utilization changes may be due, in part, to the reduction of staff in this job group.

The College will continue to make good-faith efforts to improve these areas of underutilization in the following plan year.

### **Craft Workers**

**Job Groups with Reduced Underutilization:** In the Laborers and Helpers job group, the underutilization of Hispanic employees decreased from two to one.

**Job Groups with Unchanged Underutilization:** Underutilization of female employees (underutilization of two) and Asian employees (underutilization of one) remained the same in the Laborers and Helpers job group. In the Skilled Trades (Not Supervisory) job group, the underutilization of female employees (underutilization of one) remained the same, 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.

### **Service Workers**

**Job Groups with Reduced and Eliminated Underutilization:** In the Campus Peace Officer job group, the underutilization of female employees decreased from two to one. In the Campus Public Safety Sergeant job group, the underutilization of Hispanic employees decreased from two to one. In the Custodial (Assistant) job group, the underutilization of Asian employees decreased from two to one. In the Campus Security Assistant job group, the underutilization of Hispanic employees was eliminated from three to zero.

**Job Groups with Unchanged Underutilization:**  
In the Custodial (Supervisory) job groups, the underutilization of Asian employees and Hispanic employees remained the same.

The College will continue to make good-faith efforts to improve these areas of underutilization in the following plan year.

## **Personnel and Recruiting Activity**

### **Personnel Activity**

We review personnel actions for adverse impact. We compare rates of hiring, promotion, and termination by gender and ethnicity. We review activity for each job group but report results only for groups with a material number of actions and/or applicants.

**Appendix E** summarizes job actions, including tenure, by gender and ethnicity.



We compared employee titles on June 1, 2024, to titles they held on June 1, 2023. This method is necessary given system limitations but may exclude some actions, such as an employee changing job groups more than once over the year. We count hires, moves to a higher or lower job group, moves within a job group, and separations. We report employees who change job groups and/or transfer between CUNY units as having separated from the former job group and appointed to the new group (two actions). Adverse selection may occur when any one group (protected or not) has a rate of hiring, advancement, or separation less than 80% of the rate of the most selected group for that particular action.

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

**Table 5: Tenure Summary**

| <b>Faculty Group</b> | <b>Total Tenure Awards</b> | <b>Tenure Awards to Females</b> | <b>Tenure Awards to Protected Ethnicities</b> | <b>Tenure Awards Denied</b> |
|----------------------|----------------------------|---------------------------------|---|-----------------------------|
| Professors           | 4                          | 1                               | 3   | 0                           |
| Associate Professors | 10                         | 3                               | 3   | 0                           |
| Assistant Professors | 7                          | 3                               | 4   | 0                           |
| Lecturers            | 0                          | 0                               | 0   | 0                           |

### **Recruiting Activity**

CUNY is committed to recruiting 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 outreach plans.

Prior to posting a job vacancy, the Chief Diversity Officer reviews physical and mental qualifications and posting language in general. They also review recruiting plans for intended outreach. We post open positions on our Careers page, <https://cuny.jobs>, and open Civil Service examinations on the CUNY Civil Service web page, <https://www.cuny.edu/about/administration/offices/hr/classified-civil-service/notice-of-exams-noe/>.

We invite candidates to voluntarily self-identify gender, race/ethnicity, disability status, and veteran status.

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 the potential for bias. The Chief Diversity Officer reviews applicant pools for sufficient representation, 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.

As per federal guidelines, an “applicant” is someone who applies to a specific opening, has the minimum qualifications, we considered their application, and they did not withdraw. We analyze applicants and selection rates by job group for interviews, offers, and hires.

We report searches resulting in an offer during the previous plan year. For some searches, there is a time gap between offer and start dates. To avoid a lag in reporting, we include searches based on the date the candidate accepts our job offer, even if they have not started work by June 1. This explains the differences between total hires in personal activity reports and completed searches in recruitment reports.

**Appendix F** summarizes recruiting and selection by job group for searches concluded with a job offer between June 1, 2023, and May 31, 2024.

Over the year, the college made one exception to the search process, known as a search waiver. The waiver process involves a review by the Chief Diversity Officer and a second review at CUNY’s System Office. A waiver may be granted in situations where it is highly unlikely, we could fill the position competitively (such as unique qualification requirements). We also grant waivers for positions representing a transfer of funding sources.

Of one total waiver, one was awarded to a female and one was awarded to a member of protected ethnicities. One waiver represented initial hires. No waivers represented advancements of current personnel. No waivers represented transfers of funding and other reasons.

**Table 6: Exceptions to the Search Process**

| Employee Group                                      | Total Exceptions | Exceptions- Females | Exceptions- Protected Ethnicities |
|---|------------------|---------------------|-----------------------------------|
| Executives (Admin 1 Group)                          | 0                | 0                   | 0                                 |
| Higher Education Officers (Admin 2/ Admin 3 Groups) | 0                | 0                   | 0                                 |
| Faculty   | 1                | 1                   | 1                                 |

**Civil Service Hiring**

We selected 38 individuals for Classified Civil Service positions from ranked lists based on examination scores, according to CUNY's Civil Service regulations. CUNY's University Human Resources unit administers and validates Civil Service examinations and maintains applicant and examination records.

| <b>Hiring Pool</b>          | <b>Date</b>  | <b>Number of Hires</b>   |
|-----------------------------|--|--|
| Campus Security Assistant   | September 7, 2023<br>November 1, 2023<br>February 27, 2024 | 5 (1 Male/Black; 2 Female/Hispanic; 2 Female/Black)                |
| CUNY Office Assistant       | August 2, 2023<br>December 13, 2023<br>January 23, 2024    | 5 (1 Male/Asian; 1 Female/White; 2 Female/Black; 1 Female/Asian)   |
| IT Assistant                | February 13, 2024<br>March 1, 2024                         | 7 (2 Male/Asian; 2 Male/Hispanic; 1 Male/Black; 1 Female/Hispanic) |
| Custodial Senior Supervisor | May 14, 2024   | 3 (2 Female/Black;   |

|                                  |   |   |
|----------------------------------|---|---|
|                                  |   | 1 Male/Black)   |
| Carpenter                        | October 18, 2023<br>June 5, 2024                      | 6 (2<br>Male/Black)   |
| Media Services Technician        | November 23, 2023                                     | 1 (Male/Asian)  |
| Campus Public Safety<br>Sergeant | December 5, 2023<br>December 15, 2023<br>May 22, 2024 | 6 (3<br>Female/Black;<br>1<br>Female/White;<br>1 Male/Asian;<br>1<br>Male/Hispanic) |
| Print Shop Specialist            | April 8, 2024   | 5 (2<br>Female/Hispan<br>ic; 2<br>Male/Hispanic)                                    |

### **Compensation**

CUNY develops university-wide pay schedules based on bargaining unit contracts, Civil Service regulations, government wage determinations, and university policies. Outside of executives, CUNY pays employees according to the terms of the bargaining unit contract applicable to their job title, even for individuals excluded from representation. Pay plans include the Executive Compensation Plan (ECP), Faculty and Non-Teaching Instructional Staff Pay Plan, Classified Civil Service Plans for Managerial and Non-Managerial Personnel, and New York City Prevailing Wage schedules for Skilled Trades.

Officials in New York City and New York State governments review labor contracts. CUNY's Trustees review and approve all pay plans.

The Chief Diversity Officer reviews overall practices such as:

- Setting of starting salaries
- Pay exceptions (performance-based pay and increases upon promotion)
- Tracking compensation decisions
- Document retention
- Assignment of overtime/additional assignments.

The Chief Diversity Officer and Human Resources Director discusses compensation best practices and concerns with management.

### 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.

#### 2023-2024: Prior Year Programs

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

**Table 7: Summary of Programs, 2023-2024**

| Program   | Job Group/Impact   |
|---|--|
| Designing for Success: Taking What Works to Scale | <p><a href="#"><u>BMCC Strategic Plan 2020-2025</u></a></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 <a href="#"><u>Designing for Success Strategic Planning</u></a> process. As a result of the comprehensive two-year process, these goals were transitioned into overarching strategic priorities for the <a href="#"><u>2020-2025 strategic plan</u></a>. 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"><li>● Improve retention to double degree completion rates, and increase successful transfer and baccalaureate attainment;</li><li>● Improve learning through culturally</li></ul> |

| Program | Job Group/Impact  |
|---------|---|
|         | <p>responsive and sustaining pedagogy and support;</p> <ul style="list-style-type: none"> <li>● Expand career development leading to meaningful work with family-sustaining wages;</li> <li>● Achieve equity in student outcomes in a college community in which all members can thrive; and</li> <li>● Strengthen BMCC’s role in creating an equitably thriving NYC.</li> </ul> <p>In addition to implementing strategies designed to improve student learning and educational outcomes, the BMCC Strategic Plan 2020-2025 includes 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"> <li>● Scale in-person and virtual programming and interventions to bolster a sense of belonging within the College community</li> <li>● 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</li> <li>● Partner with community-based organizations, business and industry, and governmental agencies to advocate for addressing and alleviating student, faculty, and staff basic needs</li> </ul> <p>Additionally, the strategic plan aims to strengthen BMCC’s role in thriving New York City as a leading community college nationally (Strategic Goal 6). Planned</p> |

| Program  | Job Group/Impact   |
|--|--|
|  | <p>strategic actions include:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Utilize, support, and publicize faculty and staff research on student success to improve learning, retention, graduation, transfer, and other educational outcomes</li> <li>● Demonstrate leadership and a commitment to increase equity, foster inclusion, and dismantle systematic racism.</li> </ul>  |
| <p><b>Race, Equity, and Inclusion (REI) Steering Committee</b></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 and 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>The primary role of REI is to serve in an advisory capacity to the President and the leadership of the College. The changes REI</p> |



| Program | Job Group/Impact  |
|---------|---|
|         | <p>seeks in regard to equity, inclusion, and justice will require our collective work. REI commits to reach out to, embrace, and amplify the voices of all members of the BMCC community. Working as the conscience of the College, REI provides recommendations for BMCC's leadership to prioritize, build upon, and institutionalize. We seek transformational change for today and the future.</p> <p>The REI Steering Committee comprises four (4) subcommittees, each led by a Convener/Chair and a Student Advisory Group. Each subcommittee will identify strategies for recommendation and implementation to cultivate a more diverse, equitable, and inclusive teaching and learning college community and, more directly put, address systematic, systemic, and structured inequities.</p> <p>The four subcommittees' priorities are:</p> <ol style="list-style-type: none"> <li>1. <b>REI Course</b><br/> <b>Designation:</b> Strengthening BMCC curriculum and pedagogy in Black, race, and ethnic studies by acknowledging systemic racism and ensuring the curriculum is culturally competent and representative of our student body.</li> <li>2. <b>Social Justice Week:</b> Plan and execute Social Justice Week, identifying a theme that aligns with the REI mission, proposing and selecting speakers and presenters for Social Justice Week events, and managing promotion, marketing, and</li> </ol> |

| Program | Job Group/Impact  |
|---------|---|
|         | <p>messaging.</p> <p><b>3. Campus Climate:</b> Research and identify best practices for disseminating the climate survey, ensuring the use of clear and actionable language, alignment and synergy with existing and forthcoming surveys, and coordination with the Public Affairs office to ensure effective communication and dissemination of survey results.</p> <p><b>4. Enhancing REI Presence, Engagement, and Messaging:</b> Identify and designate committee members to collaborate with the Public Affairs team to coordinate messaging and outreach efforts, research best practices in marketing, communication, and outreach strategies other institutions use, and develop a refined communication strategy. Develop tailored messaging and marketing plans for stakeholders, including faculty, staff, students, and the broader community.</p> <p><b>Student Advisory Group</b></p> <p>The REI Steering Committee recognizes the importance of including student perspectives in achieving its mission and goals. To further foster student participation, REI has established a Student Advisory Group. This group will allow students to contribute and engage in planning committees, particularly regarding Social Justice Week. Representatives are invited or nominated by college members to</p> |

| Program | Job Group/Impact   |
|---------|--|
|         | <p>serve on this committee. Additionally, we encourage students to actively volunteer and take part in building a more diverse and inclusive community.</p> <p>In the past year, REI presented recommendations relating to many facets of the college, including those that reflect their work with BMCC Public Safety and the Student Government Association (SGA) to improve a sense of belonging on campus and introduce a campus climate survey.</p> <p><b>Social Justice Week 2024 - "Challenging Conversations: Building Pathways to Hope and Unity," (March 19-21, 2024).</b> The REI committee presented the College's third annual Social Justice Week, with featured panels, workshops, and other events that explored the theme, "Challenging Conversations: Building Pathways to Hope and Unity." The 2024 Social Justice Week opened with conversations that spoke about historical and more recent challenges to democracy and how they impede the social justice movement. BMCC's goal is to inspire and engage the BMCC community, students, faculty, and staff in meaningful conversations that transcend our differences and unite us in the pursuit of social justice.</p> <p>Below are some topics and events the REI committee facilitated during Social Justice Week 2024.</p> <ul style="list-style-type: none"> <li>● Keynote Address by Dr. Jelani Cobb, Dean of the Columbia University Graduate School of Journalism</li> <li>● Keynote Address by Professor Salguero McGee, Director of</li> </ul> |

| Program   | Job Group/Impact   |
|---|--|
|   | <p>Intercultural Student Engagement and Dialogue at CUNY</p> <ul style="list-style-type: none"> <li>• Updates on BMCC’s work with the USC Race and Equity Center to administer the National Assessment of Collegiate Campus Climate by Lashallah Burgess, Director of CUNY Start Programs at BMCC and a member of REI’s Campus Climate Survey</li> <li>• “Black Steel in the Hour of Chaos: Hip Hop Politics, Prison Reform and Abolition,” led by Ethnic and Race Studies Professor Remy Salas and including a discussion with Linda Tigani, Chair and Executive Director of the NYC Commission on Racial Equity, Carlene Pinto, Immigration Campaign Manager for the NY Immigration Coalition, and BMCC students.</li> </ul> |
| <p><b>Center for Excellence in Teaching, Learning, and Scholarship (CETLS - BMCC)</b></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"> <li>• Queer Communities Faculty Interest Group (FIG), September</li> </ul>   |

| Program   | Job Group/Impact   |
|---|--|
|   | <p>15, 2023, September 18, 2023, and October 6, 2023.</p> <ul style="list-style-type: none"> <li>● Improving Course Accessibility: Getting Started with Blackboard Ally, September 21, 2023.</li> <li>● Inaccessible Accessibility: Exploring Access to Disability Services via Websites and Office Names in CUNY, November 10, 2023.</li> <li>● Banned Books Panel Discussion Featuring Eliot Schrefer, New York Times Bestselling Author, November 14, 2023.</li> <li>● Black Women Navigating Historically White Higher Education Institutions and the Journey Toward Liberation, December 7, 2023.</li> <li>● Responding to Incidents of Racism on Campus: Our Role as Faculty and Staff, February 29, 2024.</li> <li>● Inaccessible Accessibility: Exploring Access to Disability Services via Websites and Office Names, March 8, 2024.</li> <li>● Book Talk: The Children of the People: Writings By and About CUNY Students on Race and Social Justice, April 15, 2024.</li> </ul> |
| <p><b>New Faculty Orientation: EEO and Sexual Harassment Training for New Faculty</b></p> | <p>On September 8, 2023, 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. New faculty members also received information about how to</p>  |

| Program  | Job Group/Impact   |
|--|--|
|  | pursue tenure and promotion opportunities.   |
| <b>EEO Training – Office of Compliance and Diversity</b> | <p>During the plan year, members of the Office of Compliance and Diversity attended various EEO trainings, including the following:</p> <ul style="list-style-type: none"> <li>● Jackson Lewis   DEI Issues &amp; The Supreme Court’s Affirmative Action Decision Webinar, July 6, 2023</li> <li>● BMCC Ethics Training, July 19, 2023, and February 13, 2024</li> <li>● SUNY Student Conduct Institute   CUNY Campus Super User Onboarding, September 22, 2023</li> <li>● NYC Citywide Administrative Services, Welcoming Tomorrow’s Workforce - Business Transformation, September 26, 2023</li> <li>● NYC Citywide Administrative Services, Diverse &amp; Inclusive Recruitment Best Practices, September 27, 2023</li> <li>● NYC Citywide Administrative Services, Managing Through an EEO/DEI Lens, September 27, 2023</li> <li>● NYC Citywide Administrative Services, Creating Belonging- Employee Resource Groups, September 27, 2023</li> <li>● NYC Citywide Administrative Services, Employee Engagement in a Hybrid Work Team, September 28, 2023</li> <li>● NYC Citywide Administrative Services, Intersectionality &amp; EEO Investigation, September 28, 2023</li> <li>● NYC Citywide Administrative Services, Impactful Communication, September 28, 2023</li> <li>● NYC Citywide Administrative Services, Operationalizing Equity Initiatives -</li> </ul> |

| Program | Job Group/Impact   |
|---------|--|
|         | <p>Courageous Leadership September 29, 2023</p> <ul style="list-style-type: none"> <li>● Saul Ewing LLP   2023 Annual Executive Series on Labor &amp; Employment Law, October 12, 2023</li> <li>● CUNY Diversity Dialogue: The Trouble with My Name, October 18, 2023</li> <li>● CUNY, Disability Rights in Education (Part 1 of 3), October 27, 2023</li> <li>● CUNY, Title IX/Sexual Misconduct Training Series, October 30, 2023</li> <li>● New York City Commission for Human Rights, Understanding Muslim Experience and Combatting Anti-Muslim Bias, October 2, 2023, and November 17, 2023</li> <li>● CUNY, Title IX Training and Informal Resolution, November 3, 2023</li> <li>● CUNY Professional Development Conference, November 9-10, 2023</li> <li>● CUNY, New York State IT Accessibility Policy and Your Class (Part 2 of 3), November 17, 2023</li> <li>● New York City Commission for Human Rights, Understanding the Jewish Experience and Anti-Semitism, October 23, 2023, and November 28, 2023</li> <li>● CUNY, Best Practices for Teaching Students with Disabilities (Part 3 of 3), December 8, 2023</li> <li>● Manhattan District Attorney's Office, Hate Crimes Training, John Jay College of Criminal Justice, December 18, 2023</li> <li>● U.S Department of Education, Office for Civil Rights, Guidance on Title VI Discrimination Based on Shared Ancestry and Ethnic Characteristics, February 20, 2024</li> </ul> |

| Program | Job Group/Impact   |
|---------|--|
|         | <ul style="list-style-type: none"> <li>● CUNY Inclusion, Diversity, Equity and Access (IDEA) Conference, March 14, 2024</li> <li>● BMCC Social Justice Week, March 19-21, 2024</li> <li>● Understanding Anti-Semitism: Past and Present, Queensborough Community College, April 15, 2024</li> <li>● Diversity Dialogue: Replacing Hate &amp; Finding Unity, April 18, 2024</li> <li>● Grand River Solutions   2024 Title IX Regulations: Rapid Response Summary Session for Higher Education Professionals, April 25, 2024</li> <li>● Interfaith America   Advancing Religious Pluralism: Bridging Campus Divides Through Interfaith Cooperation, May 2, 2024</li> <li>● New York City Commission for Human Rights, City Human Rights and Age Discrimination in Employment Workshop, May 29, 2024</li> <li>● Seyfarth Shaw LLP   Strategic Approaches for Conducting DEIB Reviews, June 6, 2024</li> <li>● Seyfarth, Workplace Political Expression: Best Practices for Balancing Employee Rights and Employer Responsibilities, June 13, 2024</li> <li>● EEPSC Symposium 2024- Putting the Candidate at the Center of the City's Hiring Process, June 18, 2024</li> <li>● John Jay College: DEI Training, Antisemitism &amp; DEI, June 18, 2024</li> <li>● Dual Narratives: Israel-Palestine Conflict, John Jay College of Criminal Justice, June 20, 2024</li> </ul> |



| Program  | Job Group/Impact  |
|--|---|
| <b>Employee Sexual Misconduct Prevention and Response Course (E-SPARC)</b> | BMCC administered to employees the Employee Sexual and Interpersonal Violence Prevention and Response Course (E-SPARC), a CUNY-wide training program on CUNY's Sexual Misconduct Policy, sexual harassment prevention, and campus-specific information and resources.   |
| <b>EEO and Sexual Harassment Prevention Training for BMCC Community</b>    | The Office of Compliance and Diversity provided EEO and sexual harassment prevention training to students, staff and faculty throughout the College, including, but not limited to, the following groups new students, new faculty, SGA, and Department of Public Safety.   |
| <b>ADA Accommodations &amp; Best Practices Training</b>                    | The Office of Compliance and Diversity continued to work closely with staff and Department Chairs to implement best practices for providing equal opportunity and accommodations to individuals with disabilities. In the fall of 2023, the Chief Diversity Officer presented training on disability accommodations best practices to the Office of Human Resources and the Modern Language Department. |
| <b>Women's Resource Center</b>   | BMCC's Women's Resource Center (WRC) supports and educates all BMCC students, staff, and faculty, focusing on issues women-identified students face. Using intersectional feminism and social justice, WRC provides educational programs, resources, and advocacy for and about women's   |

| Program | Job Group/Impact   |
|---------|--|
|         | <p>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 2023, including GE Healthcare Breast Cancer Awareness Campaign, Maurer Foundation Breast Health, a Self-Breast Exam Workshop, and a breast cancer awareness display entitled “My Body is My Temple.”</p> <p>In spring 2024, for Women’s Herstory Month, the WRC hosted workshops and events, which included an opening ceremony titled “Power of the Intentional Women: Past, Present &amp; Future.” Other events and workshops included the following:</p> <ul style="list-style-type: none"> <li>● EmpowerHER Workplace - this event focused on equipping women with the tools and insights needed to thrive in the workplace. The event featured a dynamic panel of successful women</li> </ul> |

| Program | Job Group/Impact  |
|---------|---|
|         | <p>from diverse fields, including cybersecurity, acting, bodybuilding, and more.</p> <ul style="list-style-type: none"> <li>● Know Your Worth: Women of Color Advocating for Equity at Work - this event discussed the gender pay gap and how women are significantly paid less than men after one year out of college, part of a systemic culture of devaluing women's labor.</li> <li>● The Anti-Violence Against Women Act (AVAWA): Strategies for Representation, Empowerment, and Self-Determination - this event included an interactive panel discussion on the legal construction of the AVAWA act.</li> <li>● Women in Leadership: The New York City Council - at this event, participants learned about the history of women of color in leadership positions in the New York City Council.</li> </ul> <p>In spring 2024, WRC hosted workshops for Sexual Assault Awareness Month and Denim Day.</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 (LGBTQIA+) community and helping to</p> |

| Program                    | Job Group/Impact  |
|----------------------------|---|
|                            | <p>create a more inclusive environment. The Safe Zone program comprises faculty and staff volunteers committed to being allies and providing support and information to individuals, regardless of their sexual orientation or gender identity. It is a mode of outreach to LGBTQIA+ students and employees to make them feel welcome in all areas of the college. 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>                   |
| <p><b>Pride Center</b></p> | <p>The Pride Center at BMCC was established in 2022 to foster a supportive environment for all students, faculty, and staff who identify as members of the LGBTQIA+ community. The Pride Center offers events, programs, and services focused on supporting and celebrating the LGBTQIA+ community and educating the BMCC community on inclusion, allyship, and intersectionality.</p> <p>Pride Month: Although Pride Month is celebrated nationally in June, BMCC celebrates It 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 focused on history, health, and identity.</p> |

| Program | Job Group/Impact  |
|---------|---|
|         | <p>Listed below are some of the events BMCC held throughout October 2023.</p> <ul style="list-style-type: none"> <li>● “If it’s not clear I am Queer?” October 20: A discussion about labels and being Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Allies, Pansexual, and more.</li> <li>● “Rainbow Pride and Mental Health,” October 27: A discussion on LGBTQIA+ and mental health awareness.</li> </ul> <p>On November 20, 2023, 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> <p>On April 27, 2024, and March 19 and 28, 2024, the College presented Safe Zone training to the College community. Safe Zone Training explores how to be better allies and create a safe and inclusive space for the Queer Community at BMCC and beyond. The training explores LGBTQIA+ identities, gender, sexuality, and intersectionality and also examines prejudice, societal expectations, and privilege. The training also covers how to become a better ally and construct a safe and inclusive space for the Queer Community at BMCC and beyond. Participants who complete the two-hour training receive a Safe Zone certificate and a</p> |

| Program                             | Job Group/Impact   |
|-------------------------------------|--|
|                                     | <p>Safe Zone email signature logo to verify that they are Safe Zone Trained. The training is open to BMCC students, faculty, and staff and is offered annually.</p>  |
| <p><b>Anti-Racist Resources</b></p> | <p>Anti-Racist Resources: Created and maintained by BMCC’s Counseling Center, the <a href="#">Anti-Racist Resources</a> 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 <a href="#">Racial Trauma Resources</a> web page provides information on resources for racial trauma, including resources specifically for Black-identified and Asian-identified individuals and communities.</p> <p>The BMCC Counseling Center also offers a series of ongoing online and in-person <a href="#">groups and workshops</a> to address anti-racist needs. Some of the online groups include:</p> <ul style="list-style-type: none"> <li>● <b>Our Black Voices:</b> This group is designed for Black people across the diaspora (Africa, the Caribbean, the United States, Latin America, and worldwide). It offers a space to breathe easily, knowing you are not alone, collectively grieve injustice, and celebrate Black Excellence. Group leaders assist members in developing daily practices to encourage self-care and self-love even amid chaos.</li> <li>● <b>Queer Connections (&amp; Crafts):</b> This is a safe group where participants can connect in person with other queer individuals to explore experiences as members of the queer community and work</li> </ul> |

| Program                           | Job Group/Impact   |
|-----------------------------------|--|
|                                   | <p>on crafting projects. The group is a welcoming, non-judgmental, and confidential space for queer individuals of all identities to relax, create and support each other.</p> <ul style="list-style-type: none"> <li>● <b>Women of Courage:</b> This group nourishes women's individual and collective experiences.</li> </ul>  |
| <b>Mental Health and Wellness</b> | <p>The College provided faculty and staff with resources to promote mental health and wellness during some challenging years.</p> <ul style="list-style-type: none"> <li>● 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 building a diverse, connected community that supports its members daily. BMCC's Resilience, Health, and Wellness website offers faculty, students, and staff resources for promoting wellness and finding support in a time of crisis.</li> </ul> |

## 2024-2025: Planned Programs

In this section, we share placement goals and planned initiatives.

**Table 8: Planned Programs, 2024-2025**

| Program  | Job Group/Expected Impact  |
|--|--|
| <b>Designing for Success: Taking What Works to Scale</b> | <p><b><u><a href="#">BMCC Strategic Plan 2020-2025</a></u></b></p> <p>With an understanding that BMCC seeks to improve student learning and educational outcomes not incrementally but dramatically, four goals were developed to drive the <u><a href="#">Designing for Success Strategic Planning</a></u> process. As a result of the comprehensive two-year process, these goals were transitioned into overarching strategic priorities for the <u><a href="#">2020-2025 strategic plan</a></u>. 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"><li>● Improve retention to double degree completion rates and increase successful transfer and baccalaureate attainment;</li><li>● Improve learning through culturally responsive and sustaining pedagogy and support;</li><li>● Expand career development leading to meaningful work with family-</li></ul> |



| Program | Job Group/Expected Impact   |
|---------|---|
|         | <p>sustaining wages;</p> <ul style="list-style-type: none"> <li>● Achieve equity in student outcomes in a college community in which all members can thrive; and</li> <li>● Strengthen BMCC’s role in creating an equitably thriving NYC.</li> </ul> <p>In addition to implementing strategies designed to improve student learning and educational outcomes, the BMCC Strategic Plan 2020-2025 includes a strategic goal (Strategic Goal 5), a commitment to strengthening a culture of care for faculty and staff.</p> <p>Planned strategic actions include:</p> <ul style="list-style-type: none"> <li>● Scale in-person and virtual programming and interventions to bolster a sense of belonging within the College community</li> <li>● 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</li> <li>● Partner with community-based organizations, business and industry, and governmental agencies to advocate for addressing and alleviating student, faculty, and staff basic needs</li> </ul> <p>Additionally, the strategic plan aims to strengthen BMCC’s role in thriving New York City as a leading</p> |

| Program  | Job Group/Expected Impact  |
|--|--|
|  | <p>community college nationally (Strategic Goal 6). Planned strategic actions include:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Utilize, support, and publicize faculty and staff research on student success to improve learning, retention, graduation, transfer, and other educational outcomes</li> <li>● Demonstrate leadership and a commitment to increase equity, foster inclusion, and dismantle systematic racism.</li> </ul> |
| <p><b>Race, Equity, and Inclusion (REI) Steering Committee</b></p> | <p>In the 2024-2025 plan year, the Race, Equity, and Inclusion (REI) Steering Committee, described above, will continue pursuing its mission to dismantle systemic racism and structural inequality across the BMCC community in the following plan year. As part of its mission, the REI Steering Committee will continue its commitment to embracing and amplifying the voices of all members of the BMCC community to design and implement mechanisms that hold BMCC, our leadership, our community, and ourselves accountable.</p>   |

| Program                               | Job Group/Expected Impact  |
|---------------------------------------|--|
|                                       | <p>The REI Subcommittees will continue 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.</p> <p>Additionally, the REI Steering Committee will continue developing recommendations to strengthen institutional practices, processes, and policies and aiding the college in implementing and monitoring these recommendations.</p> |
| Gender Based Violence Training (GBVT) | <p>Beginning in 2025, in compliance with New York State law and CUNY policy, all Human Resources professionals and campus supervisors and managers with at least one direct report will be required to complete the new Gender Based Violence Training (GBVT), which is committed to ensuring a survivor-centered, trauma-informed, and culturally responsive response for all employees experiencing domestic or gender-based violence, at least once every academic year.</p>                                  |

## Ongoing Activities

CUNY's University Human Resources office lists job vacancies with state workforce agencies and veterans' centers and maintains consolidated advertising programs posting with job boards serving individuals identifying as veterans, individuals with disabilities, women, and underrepresented ethnicities. The office maintains accounts for university-wide job posting and outreach, including the Higher Education Recruitment Consortium and the DirectEmployers Association. It provides training to Chief Diversity Officers and Human Resources personnel.

CUNY has mandatory online training programs for faculty and staff on sexual harassment prevention and workplace violence prevention; we regularly review training records and follow up with non-participants.

In 2023-2024, 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 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 is conducted to identify potential areas of concern in the college's communication with its candidates.

CUNY Central's Office of Human 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 sexual harassment prevention training program for faculty and staff; 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.

BMCC continues to broaden the College's diversity recruitment and outreach efforts to hire and retain staff and 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 other sites, to establish BMCC as an employer of choice and distribute BMCC faculty and staff opportunities to diverse recruitment sources. For example, when utilizing LinkedIn 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 (NAAAP), 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, Hispanic Women Nursing

Association, Twitter Diversity Nursing group, Minority Nurses and Women in Higher Education. This ensures faculty and staff employment opportunities are widely distributed to a diverse applicant pool.

Furthermore, the College posts faculty and staff employment opportunities 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, regulation changes, and compliance information. Additionally, the Chief Diversity Officer integrates compliance information into faculty, students, and staff training programs.

The Office of Compliance and Diversity reviews job postings to ensure they are consistent with CUNY's policies on equal employment opportunity. The Digital Recruiter works with the hiring managers to develop a tailored strategic diversity recruitment plan. The Office of Compliance and Diversity also reviews applicant pools to ensure each pool includes 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 transfer of the Digital Recruiter from the Office of Human Resources to the Office of Compliance and Diversity in August 2019 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 recruitment plans for departments that have underutilization of female or minority employees. The Digital Recruiter works closely with hiring managers to engage in targeted recruitment for individual job opportunities, ensure strategic diversity recruitment outreach, and improve areas of underutilization for each department.

The Office of Compliance and Diversity provided EEO and sexual harassment prevention training to students, staff and faculty throughout the College, including, but not limited to, the following groups new students, new faculty, SGA, and Department of Public Safety.

The Office of Compliance and Diversity continued to work closely with staff and Department Chairs to implement best practices for providing equal opportunity and accommodations to individuals with disabilities. In the fall of 2023, the Chief Diversity Officer presented training

on disability accommodations best practices to the Office of Human Resources and the Modern Language Department.

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

- **Hispanic Heritage Month 2023:** The College held events throughout October and November to celebrate Hispanic heritage. The theme of the celebration was “Together Somos,” and included the following events:
  - Dia De Los Muertos: A week-long activity showcasing students' art efforts and celebrating the Day of the Dead.
  - Hispanic Heritage Month Book Display: The BMCC Library celebrated National Hispanic American Heritage Month with book displays online and in person throughout October and November.
  - Online Art Exhibit by Marcelo DeStefano
  - Flamenco Dance Sessions: Meira Goldberg, a flamenco dancer, teacher, and scholar, led two 60-minute learning sessions about flamenco dance.
  - El Poder de Idioma: a panel discussion on different dialects of the Spanish language and diversity in Latinx culture
  - Canta a la Rais : a musical celebration of Hispanic Heritage, including holiday villancicos performed by community members and led by well-known soprano Mexican singer Monica Abrego
- **Italian Heritage Month 2023:** On October 12, 2023, BMCC celebrated Italian Heritage Month. The celebration’s theme was “Italy in Tribeca” and included various events, including live music, book talks, and an Italian buffet.
- **Afrikan Heritage Month 2024:** BMCC held a series of events throughout February to celebrate Afrikan Heritage Month. The theme for the year’s celebration was “Transformation, Empowerment, and Expression.”
  - Opening Ceremony and Keynote Address (February 7): Craig Wesley, Senior Manager of DEI at the Simons Foundation gave the keynote address.
  - Reparations - A Fantasy or a Reality (February 8): At this event, Adjunct Professor Rob Robinson, discussed reparations and the history of slavery in the United States.
  - NYC Men Teach Day - Black Boys (February 8): Film Screening and Discussion (February 8).
  - Our Story Ain’t Easy to Tell...Memoirs of the Pentatonic Scale (February 14): At this event, Gail Houston and Elnora “Bonnie” Harrison of the Sankofa Institute for

- Training and Integrative Services, Inc., used film, music, and storytelling to chronicle one of the many ways enslaved Afrikans handled their captivity by expressing their feelings through vocalizations and instrumentations of the pentatonic scale.
- Music and Arts Department Concert (February 9): a performance of music and art from across the African Diaspora.
  - Navigating Black and Brown Voices (February 22): a discussion on collaborating with the Urban Male Leadership Academy (UMLA).
  - Uknowhowwedu: The Graphic and Sonic History of Hip Hop (February 22): Walter Greason, author of *The Graphic History of Hip Hop*, and Tim Fielder, illustrator, provided a brief history of hip hop and its relation to social struggles.
  - HIV/AIDS Awareness—Its Impact on the Afrikan American and Latino Community (February 28): At this event, guest speakers discussed HIV/AIDS and its impact on communities of color. The event also included information and resources from non-profit organizations specializing in HIV/AIDS and the LGBTQIA+ community.
  - Unifying America with Black History (February 28): At this event, Dr. Dale Caldwell, President of Centenary University, discussed the five Black Halls of Fame that he started and why this history is significant.
- **Asian Heritage Month 2023:** To celebrate BMCC’s 35th Annual Asian Heritage Month, BMCC held events throughout the month of April, including the following:
    - Annual Haiku Contest
    - Conversation with Community Activist Jan Lee and *Big Fight in Little Chinatown* Documentary (April 4): Professor Alvin Eng joined Jan Lee, activist and co-founder of Neighbors United Below Canal (NUBC). Jan Lee discussed mobilizing the Chinatown/Asian American community in protests against the proposal for a “mega jail” to be built in Chinatown and the importance of preserving the unique character and lifestyle of the Chinatown community.
    - Film Screenings and Discussions - *Swing Kids* (April 8); *Raazi* (April 11); *Da 5 Bloods* (April 13); *Youth* (April 15), *In this Corner of the World* (April 17)
    - Writer’s Cafe with Bushra Rehman (April 19): at this event, author Bushra Rehman spoke about what inspires her as a queer Asian American writer.

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

- Veterans Resource Center held “Welcome Back” events for student veterans in fall 2023 and spring 2024.
- Veterans Resource Center celebrated student veterans by celebrating the following U.S. military holidays: the 234th birthday celebration of the U.S. Coast Guard, the 77th birthday celebration of the U.S. Air Force, the 249th birthday celebration of the U.S. Navy, the 249th birthday celebration of the U.S. Marine Corps, and the 249th birthday



celebration of the U.S. Army.

The Organization for Student Veterans meets weekly to discuss matters of mutual interest and plan club activities and events. BMCC also recognizes veterans by hosting events during Hispanic Heritage Month, Black History Month, and Herstory Month.

### **Internal Audit and Reporting**

The Chief Diversity Officer posts and distributes notices of policies, new/revised regulations, and similar information. They integrate compliance information into faculty, student, and staff training. Chief Diversity Officers communicate elements of the Affirmative Action Plan and make it available for public inspection.

The Chief Diversity Officer's internal control responsibilities include:

- Monitoring personnel actions, including new hires, transfers, promotions, and terminations
- Conducting periodic employee self-identification canvassing
- Reviewing recruiting outreach and advertising
- Monitoring complaints/incident reports
- Reviewing personnel practices and the affirmative action programs with management
- Advising management of program effectiveness and providing recommendations for improvement
- Working with Human Resources staff to ensure employment records are complete, accurate, and current
- Completing the annual Affirmative Action certification in the US Department of Labor Contractor Portal.

CUNY has a university-wide discrimination and harassment reporting system which allows for tracking and oversight. More information is available at:

<https://www.cuny.edu/about/administration/offices/hr/discrimination-and-retaliation-report-form/>

CUNY regularly reports results externally and/or responds to audit requests from:

- New York State Department of Labor
- New York City Department of Education
- New York City Equal Employment Practices Commission.

CUNY periodically reports to the CUNY Board of Trustees, particularly its Subcommittee on Diversity, Inclusion, and MWBE.

## **PART FOUR: INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS**

This section covers affirmative action plans to address the hiring and advancement of individuals with disabilities and veterans. It includes:

- Equal Opportunity and Non-Discrimination Policy
- Review of Personnel Processes
- Review of Physical and Mental Qualifications
- Reasonable Accommodations
- Harassment Prevention Procedures
- External Policy Dissemination
- Outreach and Positive Recruiting
- Internal Policy Dissemination
- Implementation Responsibility
- Training
- Audit and Reporting System
- Benchmark Comparisons.

### **Equal Opportunity and Non-Discrimination Policy**

**Appendix B** has the text of CUNY's Equal Opportunity and Non-Discrimination Policy and other relevant policies.

### **Review of Personnel Practices**

We ensure personnel processes support equal employment opportunity for employees and applicants who are individuals with disabilities and/or protected veterans. We periodically review practices for potential barriers to employment, training, and promotion.

Personnel practices do not stereotype individuals with disabilities or protected veterans or otherwise limit access to employment. We include individuals with disabilities and veterans in media such as our publications and websites.

We invite employees to self-identify through an online self-service system. We invite applicants to self-identify through CUNY's online applicant tracking system. CUNY maintains appropriate security measures for confidentiality of personal data.

The College last conducted a canvas for self-identification in 2018.

### **Review of Physical and Mental Qualifications**

We ensure physical and mental qualifications are job-related and consistent with business necessity and safety. We periodically review physical and mental qualifications as they relate to employment, training, and promotion. The Chief Diversity Officer reviews position requirements before listing a job vacancy. They review any new job qualifications or

conditions to ensure these would not screen out qualified individuals with disabilities or protected veterans.

CUNY's Civil Service unit reviews job requirements prior to issuing new or revised Civil Service job descriptions. CUNY also provides a checklist for planning a recruiting effort with a sign-off on job requirements.

## **Disability Accommodations**

We provide accommodations to individuals with disabilities (including disabled veterans). According to our Policy on Implementing Reasonable Accommodation and Academic Adjustments, Human Resources Directors are responsible for responding to accommodation requests by applicants, employees, contractors, visitors, and others.

The contact for accommodation requests is:

Name: Gulen Zubizarreta

Title: Executive Director of Human Resources

Phone: (212) 220-8304

Email: [gzubizarreta@bmcc.cuny.edu](mailto:gzubizarreta@bmcc.cuny.edu)

We have posted the Procedures for Implementing Reasonable Accommodation and Academic Adjustments online at:

<http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/reasonable-accommodations-and-academic-adjustments/>

We provide information for applicants on the Employment Page of the CUNY website and [BMCC Human Resources Policies](#). There is a link on our job board (<https://cuny.jobs>) directing the candidate to our accessibility page. Applicants may also contact the Office of Recruitment and Diversity at [jobs@cuny.edu](mailto:jobs@cuny.edu) or [ord@cuny.edu](mailto:ord@cuny.edu).

We provide accommodations based on disability; pregnancy, childbirth, or medical condition related to pregnancy or childbirth; religious practice; and status as a victim of domestic violence, sex offense or stalking.

During the plan year, BMCC received 91 employee accommodation requests. All of the aforementioned accommodation requests have been successfully concluded. There are no outstanding appeals at this time. BMCC did not receive any accommodation requests from job applicants during the plan year.

## **Harassment Prevention**

CUNY has developed anti-harassment policies and procedures concerning individuals with

disabilities and protected veterans. There is a 504/ADA Coordinator who reviews personnel practices to ensure access and non-discrimination for individuals with disabilities. The Chief Diversity Officer reviews practices for veterans.

**External Policy Dissemination**

Each job vacancy announcement includes a summary of CUNY’s policy. As noted above, CUNY posts its Non-Discrimination Policy on its employment website and job postings. CUNY's Office of Labor Relations provides an annual notice of our policies to labor unions. Either our unit or the university, as appropriate, notifies subcontractors, vendors, and suppliers of our EEO policies.

**Outreach and Positive Recruiting**

*Table 9: Summary of Prior Year Outreach, 2023-2024*

| Program / Effort    | Impact/Discussion  |
|---------------------|--|
| Digital Recruitment | <p>The College’s Digital Recruiter engaged in targeted outreach to address underutilization in an impactful manner. The Digital Recruiter utilized online tools, including social media recruitment opportunities on LinkedIn and other social media, to establish BMCC as an employer of choice and distribute BMCC faculty and staff opportunities to diverse recruitment sources. For example, when utilizing LinkedIn and other social media for faculty applicant sourcing, the job opportunities were sent to diverse groups, such as Recruit Military and Professionals with Disabilities.</p> <p>The Digital Recruiter also posted job opportunities on the Minority Faculty/Staff Applicant Databases, which focus on recruiting minority faculty and staff. BMCC also posted</p> |

| Program / Effort                                      | Impact/Discussion  |
|---|--|
|   | employment opportunities on the following sites: Workforce Recruitment Program, Disability.gov, Association of University Centers on Disabilities, NYC: ATWORK, and Vet jobs.  |
| <b>Organization for Student Veterans</b>              | <p>During the last plan year, BMCC's Veterans Resource Center (VRC) hosted guest speakers virtually and in-person from the following organizations to present on employment opportunities:</p> <ul style="list-style-type: none"> <li>• NYC FDNY</li> <li>• Wells Fargo Bank/ VA Home Loans</li> <li>• US Department of Veteran Affairs</li> <li>• Workforce One</li> </ul>                                    |
| <b>ADA Accommodations and Best Practices Training</b> | <p>The Office of Compliance and Diversity continued to work closely with staff and Department Chairs to implement best practices for providing equal opportunity and accommodations to individuals with disabilities. In the fall of 2023, the Chief Diversity Officer presented training on disability accommodations best practices to the Office of Human Resources and the Modern Language Department.</p> |
| <b>CUNY LEADS</b>                                     | <p>During the last plan year, BMCC's Office of Accessibility continued its partnership with CUNY LEADS</p>   |

| Program / Effort | Impact/Discussion   |
|------------------|---|
|                  | <p>(Linking Employment, Academics and Disability Services), a unique academic and career program for students with disabilities at CUNY. The program provides various services to students with disabilities, including career counseling, job search and retention skills, enhanced employment opportunities, resume and interview preparation, and job placement assistance. Program participants also receive Adult Career and Continuing Education Services Vocational Rehabilitation referral assistance. CUNY Project REACH: Resources and Education on Autism as CUNY's Hallmark is a university-wide initiative funded by the FAR Fund and created to enhance CUNY's capacity to support its growing population of college students with autism spectrum disorder (ASD) and to educate faculty and staff about autism.</p> <p>The Mayor's Office for People with Disabilities provides information on accessibility programs, transportation, employment, health services, activities, and other resources.</p> <p>Adult Career and Continuing Education Service- Vocational Rehabilitation (ACCESS-VR) offers access to various employment and independent living services that persons with disabilities may need</p> |

| Program / Effort                                    | Impact/Discussion   |
|---|---|
|   | throughout their lives.   |
| <b>Fall 2023 &amp; Spring 2024 BMCC Career Fair</b> | <p>On October 18, 2023, BMCC's Center for Career Development held an in-person job fair for BMCC students at the BMCC Gymnasium. The event provided employment and networking opportunities for potential job candidates from BMCC's diverse student body. Five hundred and eighty-two (582) students met with more than 70 employers. The fair also provided information to students about employment opportunities at BMCC. Students prepared for the job fair by attending job fair preparation workshops held by the Center for Career Development, as well as taking part in mock interviews, career counseling, resume writing, and goal-setting counseling sessions. Career Express, an online platform provided through the Center for Career Development, continued to offer an extensive job bank for students, as well as access to professional development workshops, career advisement appointments, and other key services.</p> <p>On April 10, 2024, BMCC's Center for Career Development held an in-person job fair for BMCC students at the BMCC Gymnasium. Six hundred (600) students met with 96 employers that attended.</p> <p>On April 17, 2024, BMCC's Center for Career Development, in collaboration with the BMCC Office of Accessibility,</p> |

| Program / Effort | Impact/Discussion                                     |
|------------------|---|
|                  | held its first Equity in Access: Disability Job Fair. |

**Table 10: Planned Outreach, 2024-2025**

| Program / Effort           | Goals/Expected Impact  |
|----------------------------|--|
| <b>Digital Recruitment</b> | <p>The College's Digital Recruiter will continue to engage in targeted outreach to impactfully address underutilization. The Recruiter will utilize online tools, including digital recruitment opportunities on LinkedIn and other social media, to establish BMCC as an employer of choice and distribute BMCC faculty and staff opportunities to a wealth of diverse recruitment sources.</p> <p>The College will continue to post job opportunities on diverse recruitment websites, including, but not limited to, Hispanic Professionals, Latino Leadership Institute Groups, National Black MBA Association, National Association of Asian American Professionals, Woman 2 Woman Business, Professionals with Disabilities, The National Italian American Foundation, Recruit Military, Vetjobs and Minority Nurses on Twitter.</p> <p>The Digital Recruiter will also continue to post job opportunities on the Minority Faculty/Staff Applicant Job Boards, which focus</p> |



| Program / Effort                                      | Goals/Expected Impact   |
|---|---|
|   | <p>on recruiting minority faculty and staff. The College will continue to post faculty positions on the following diversity recruitment websites: Hispanic Outlook, Chronicle of Higher Education, Diverse Issues, Women For Hire, AcademicCareers.com, HigherEdJobs.com, and Howard University.</p>  |
| <b>CUNY LEADS</b>                                     | <p>BMCC's Office of Accessibility will continue its partnership with CUNY LEADS (Linking Employment, Academics, and Disability Services). As described above, the program provides students with disabilities with various services, including career counseling, skills for job search and retention, enhanced employment opportunities, resume and interview preparation, and job placement assistance. Additionally, CUNY LEADS provides employers with a pool of qualified, pre-screened job candidates from CUNY colleges, including BMCC, to prepare them for the workforce and internship opportunities.</p> |
| <b>ADA Accommodations and Best Practices Training</b> | <p>The Office of Compliance and Diversity will continue to provide ADA accommodations training to faculty and staff. The training will focus on policies and best practices for reasonable accommodation and</p>  |

| Program / Effort | Goals/Expected Impact                                  |
|------------------|--|
|                  | equal opportunities for individuals with disabilities. |

Other outreach activities include:

- Sending information on employment opportunities to outlets reaching protected veterans (including disabled veterans) and individuals with disabilities
- Advertising job openings with external resources including the New York State Labor Department and related agencies
- Sharing information on Civil Service examinations through publishing exam notices and sending them to community organizations and public high schools
- Assisting veterans with a passing score on a competitive Civil Service examination to apply for additional points based on veteran or disabled veteran status as per NY State law
- Assisting qualified individuals with disabilities with appointment to classified competitive Civil Service titles without an examination (55(a) program)
- Filing the annual federal VETS-4212 report.

### Internal Policy Dissemination

To foster positive support for affirmative action programs for protected veterans and individuals with disabilities, we have:

- Included policies in manuals and other publications
- Explained policies and responsibilities to senior management and supervisors
- Conducted training for employees involved in recruitment, selection, and promotion decision-making
- Discussed policies in employee orientation and management training programs
- Included information on the accomplishments of veterans (including disabled veterans) and other individuals with disabilities in unit communications
- Posted CUNY Procedures for Implementing Reasonable Accommodation and Academic Adjustments on bulletin boards, along with the CUNY Policy on Non-Discrimination (addressing protection from harassment on the basis of disability)
- Featured persons who are individuals with disabilities in handbooks or similar publications

## **Implementation Responsibility**

As part of its efforts to ensure equal employment opportunity to veterans (including disabled veterans) and other individuals with disabilities, we have designated specific responsibilities.

### **The President**

The President oversees affirmative action and compliance programs.

The President appoints a 504/ADA Coordinator to oversee compliance and provides support and resources for affirmative action and compliance.

The 504/ADA Coordinator and the Chief Diversity Officer report issues uncovered in interview reviews to the President who oversees appropriate responses.

### **504/ADA Coordinator**

As 504/ADA Coordinator, Odelia Levy, Esq.<sup>3</sup>:

- Chairs 504/ADA Committee
- Monitors 504/ADA compliance
- Review and resolve issues such as disputed accommodation decisions
- Maintains records of accommodation requests and outcomes
- Ensures they store records securely and maintain confidentiality
- Provides training as needed on issues related to individuals with disabilities.

### **Other Officials**

Other officials promote employment and advancement of individuals with disabilities and veterans.

For example, the [Veterans Resource Center](#) and [Office of Accessibility](#) provide important resources and information for veterans and individuals with disabilities, respectively. The offices offer resources for career opportunities and reasonable accommodations. The 504/ADA Coordinator also works closely with Human Resources and other stakeholders.

### **University Management**

CUNY's Office of Recruitment and Diversity manages systems to maintain self-identification data and provides other data support to each unit. The Office also administers CUNY's 55(a) program to provide opportunities in Civil Service positions to individuals with disabilities.

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<sup>3</sup> Ms. Levy's employment at BMCC ended effective December 31, 2024. In the interim, Joy B. Tolliver, Esq., Acting Assistant Vice President for Legal Affairs & Labor Relations, is serving as the 504/ADA Coordinator.

## Training

We provide orientation on relevant regulations and policies, including affirmative action programs, to personnel responsible for recruitment, selection, promotion, disciplinary actions, and similar activities.

We assure individuals involved with recruitment, selection, promotion, disciplinary actions, training, and similar activities receive an orientation on relevant rules and regulations and the Affirmative Action Plan. Employees involved with recruitment, selection, promotion, disciplinary actions, training, and related processes for Individuals with Disabilities or Veterans are acquainted with the College's Affirmative Action Program. CUNY's Office of Recruitment and Diversity and the Office of Professional Development and Learning Management provide training opportunities to help employees maximize their personal and workplace effectiveness, including Diversity Training courses.

The Office of Compliance and Diversity presents sexual harassment prevention, Title IX, and employee EEO training throughout the academic year. The training includes information about reasonable accommodations and equal opportunities for veterans and individuals with disabilities. Additionally, the College continues to ensure that search committees incorporate best practices in diversity recruitment. The Office of Compliance and Diversity also includes information on best practices for interviewing applicants with disabilities when charging search committees.

BMCC personnel regularly participate in webinars and training regarding best practices in staff and faculty diversity recruitment. These recruitment efforts are designed to enhance BMCC's staff and faculty applicant pools of underrepresented groups. BMCC personnel attended training and job fairs, which focused on diversity recruitment, including, but not limited to, the following:

- Hiring and Retaining Veterans and Military Spouses, Best Practices Session, Southern New Hampshire University (July 4, 2023)
- Vetjobs Career Fair (August 30, 2023)
- Fresh Productive Approach to Diversity Recruiting, From Day One (October 16, 2023)
- Reimagining Diversity Outreach: Unpacking the Top of Funnel Disparity, From Day One (December 14, 2023)
- Diversity Career Fair, National Urban League Black History Month Virtual Career Fair (February 15, 2024)

During the last plan year, the College's Office of Compliance and Diversity employees attended the following training, which focused on best EEO practices relating to Individuals with Disabilities and Veterans:

- CUNY, Disability Rights in Education (Part 1 of 3), October 27, 2023
- CUNY, New York State IT Accessibility Policy and Your Class (Part 2 of 3), November 17, 2023
- CUNY, Best Practices for Teaching Students with Disabilities (Part 3 of 3), December 8, 2023

The Digital Recruiter was transferred from the Office of Human Resources to the Office of Compliance and Diversity in 2019. The Digital Recruiter and the Chief Diversity Officer coordinate strategies to promote diversity in recruitment, including recruiting veterans and individuals with disabilities. Additionally, the Digital Recruiter has developed an early outreach program with hiring managers to engage in targeted recruitment for individual job opportunities, aiming to improve underutilization areas and posting open positions to specifically targeted job boards that focus on Veterans and Individuals with Disability.

### **Audit and Reporting System**

The Chief Diversity Officer audits the effectiveness of outreach and affirmative action programs. They monitor practices and discrimination claims related to status as a veteran or individual with a disability.

The 504/ADA Coordinator oversees the audit and reporting of accommodations for individuals with disabilities, identifying barriers to access and proposing remedial actions.

Both individuals report findings to the President and/or designee.

### **Benchmark Comparisons**

#### **Staffing Ratios for Individuals with Disabilities and Veterans**

**Appendix G** indicates the number of individuals with disabilities by job group. The US Department of Labor suggests a benchmark of 7.0% for each job group. There is no requirement to calculate underutilization or set placement goals.

CUNY reports veteran representation annually through the federal VETS-4212 report. There is no requirement to report veteran representation in the Affirmative Action Plan.

#### **Hiring Rates for Veterans and Individuals with Disabilities**

The exhibit on the following page illustrates hiring rates for individuals with disabilities and veterans in the US Department of Labor's required format.

In March 2024, the federal government set the benchmark Hiring Rate for veterans at 5.2%,

based on the prevalence of veterans in the United States workforce.

There is no federal hiring rate benchmark for individuals with disabilities.

## **Exhibit: Benchmark Comparisons for Veterans and Individuals with Disabilities**

**Table 11: Veterans' Hiring Rate Benchmark**

The benchmark hiring rate, established by the US Department of Labor, is 5.2% as of March 2024. <https://www.dol.gov/agencies/ofccp/vevraa/hiring-benchmark>

| Factor  | 2023-2024 | 2022-2023 | 2021-2022 |
|---|-----------|-----------|-----------|
| A. Number of applicants who self-identified as Veterans before an offer of employment | 55        | 68        | 34        |
| B. Total number of job openings   | 60        | 96        | 42        |
| C. Total number of jobs filled  | 64        | 103       | 74        |
| D. Total number of applicants for all jobs  | 5,011     | 5,201     | 3,610     |
| E. Number of veteran applicants hired   | 3         | 1         | 2         |
| F. Total number of applicants hired   | 64        | 103       | 74        |
| <b>Hiring Rate (E divided by F)</b>   | 4.7%      | 1.0%      | 2.7%      |
| <b>Federal Hiring Rate Benchmark</b>  | 5.2%      | 5.4%      | 5.5%      |
| <b>Benchmark Met (Yes/No)</b>   | No        | No        | No        |

It is estimated that in the NY/NJ Metropolitan Statistical Area, there are 177,952 veterans under the age of 75, or 1.267% of the population under the age of 75 (US Census, American Community Survey, Accessed July, 2024). Nationally, the unemployment rate for Veterans in the "Gulf War Era-II (service 2001-present) was 3.3% and the rate for non-veterans was 3.6%. (<https://www.bls.gov/news.release/pdf/vet.pdf>)

**Table 12: Hiring Rate for Individuals with Disabilities**

There is no recommended hiring benchmark for Individuals with Disabilities but there is a recommended total representation of 7% in each job group.

| Factor   | 2023-2024 | 2022-2023 | 2021-2022 |
|--|-----------|-----------|-----------|
| A. Number of applicants who self-identify as Individuals with Disabilities before an offer of employment | 451       | 423       | 267       |
| B. Total number of job openings  | 60        | 96        | 42        |
| C. Total number of jobs filled   | 64        | 103       | 74        |
| D. Total number of applicants for all jobs   | 5,011     | 5,201     | 3,610     |
| E. Number of individuals with disabilities hired   | 3         | 7         | 2         |
| F. Total number of applicants hired  | 64        | 103       | 74        |
| <b>Hiring Rate (E Divided by F)</b>  | 4.7%      | 6.8%      | 2.7%      |

As per the February 2024 “Persons with a Disability: Labor Force Characteristics - 2023” report from the US Bureau of Labor Statistics

([https://www.bls.gov/news.release/archives/disabl\\_02222024.pdf](https://www.bls.gov/news.release/archives/disabl_02222024.pdf)): People with a disability account for about 13% of the population. The unemployment rate for people with a disability in the 16-64 age group was 7.7% and the rate for people without a disability was 3.5%.



## **APPENDICES**

- A. Summary Organization Chart
- B. CUNY Policies
- C. Reaffirmation Letter
- D. Utilization Analysis
- E. Personnel Activity
- F. Recruiting Activity
- G. Individuals with Disabilities by Job Group