

# **BRONX COMMUNITY COLLEGE**

## **2018-2019 AFFIRMATIVE ACTION PLAN**

Affirmative Action Plans covering Minorities and Women (Executive Order 11246), Individuals with Disabilities (Section 503) and Veterans (VEVRAA)

**Contact:**

Jessenia Paoli, Chief Diversity Officer  
Office of Affirmative Action, Compliance and Diversity  
Bronx Community College/CUNY  
Language Hall, Room 31  
(718) 289-5100, x3494

Please contact the person listed above if you require assistance with reading this document due to a disability.

This plan is available for review at:

<http://www.bcc.cuny.edu/faculty-staff/affirmative-action-compliance-diversity/affirmative-action-plan/>

# TABLE OF CONTENTS

---

<b>PART ONE: INTRODUCTION AND BACKGROUND .....</b>	<b>4</b>
<b>COLLEGE OVERVIEW .....</b>	<b>5</b>
Location, Degrees Accreditation.....	12
History.....	14
Mission .....	14
<b>ORGANIZATION CHART .....</b>	<b>5</b>
<b>Relevant Policies.....</b>	<b>14</b>
Equal Opportunity and Non-Discrimination Policy .....	15
Affirmative Action Policy.....	15
Sexual Misconduct Policy .....	16
Other Policies .....	17
<b>RESPONSIBILITY FOR IMPLEMENTATION .....</b>	<b>17</b>
The President .....	17
Chief Diversity Officer .....	18
College Officials.....	18
Committee(s) on Diversity and Inclusion .....	18
University Management .....	19
<b>PART TWO: DATA AND ANALYSIS .....</b>	<b>20</b>
<b>WORKFORCE ANALYSIS .....</b>	<b>23</b>
<b>JOB GROUPS, DISCIPLINES, AND MARKET DATA .....</b>	<b>21</b>
Job Groups .....	21
Disciplines for Faculty and College Laboratory Technicians .....	23
Labor Market Availability .....	23
<b>UTILIZATION ANALYSIS .....</b>	<b>24</b>
Discussion .....	24
Utilization, Underutilization, and Placement Goals.....	27
<b>OTHER ANALYSES.....</b>	<b>28</b>
Personnel Activity .....	28
Recruiting Activity.....	29
Hiring from Civil Service Applicant Pools.....	30
Compensation .....	30
<b>PART THREE: ACTION-ORIENTED PROGRAMS .....</b>	<b>32</b>

<b>IMPLEMENTATION OF PRIOR-YEAR PROGRAMS .....</b>	<b>33</b>
Exhibit: Summary of Campus Programs, 2017-2018.....	33
<b>IMPLEMENTATION OF 2018-2019 PROGRAMS .....</b>	<b>44</b>
Exhibit: Planned Campus Programs, 2018-2019 .....	44
<b>ONGOING ACTIVITIES IN SUPPORT OF AFFIRMATIVE ACTION .....</b>	<b>44</b>
<b>INTERNAL AUDIT AND REPORTING .....</b>	<b>45</b>
<b>PART FOUR: INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS .....</b>	<b>47</b>
<b>EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY .....</b>	<b>48</b>
<b>REVIEW OF PERSONNEL PROCESSES .....</b>	<b>48</b>
<b>REVIEW OF PHYSICAL AND MENTAL QUALIFICATIONS .....</b>	<b>49</b>
<b>REASONABLE ACCOMMODATIONS .....</b>	<b>49</b>
<b>HARASSMENT PREVENTION PROCEDURES .....</b>	<b>50</b>
<b>EXTERNAL DISSEMINATION OF POLICY .....</b>	<b>50</b>
<b>OUTREACH AND POSITIVE RECRUITING .....</b>	<b>51</b>
Summary of Prior Year Outreach Efforts.....	51
Planned Outreach for 2018-2019.....	51
<b>INTERNAL DISSEMINATION OF POLICY .....</b>	<b>52</b>
<b>RESPONSIBILITY FOR IMPLEMENTATION .....</b>	<b>52</b>
The President .....	53
504/A.D.A Coordinator.....	53
504/A.D.A. Committee .....	53
College Officials.....	54
University Management .....	54
<b>TRAINING.....</b>	<b>55</b>
<b>AUDIT AND REPORTING SYSTEM .....</b>	<b>55</b>
<b>BENCHMARK COMPARISONS .....</b>	<b>55</b>
Veterans Hiring Benchmark .....	57
Hiring Rate, Individuals with Disabilities.....	57
<b>APPENDICES.....</b>	<b>58</b>

The Appendices follow this document and are numbered separately.

# **PART ONE: INTRODUCTION AND BACKGROUND**

---

This report is the annual update of the Affirmative Action Plan (AAP) required by federal regulations:

For women and federally protected racial/ethnic groups: Presidential Executive Order 11246

For covered Veterans: Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended

For Individuals with Disabilities: Section 503 of the Rehabilitation Act of 1973, as amended.

The U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) oversees Affirmative Action Plan reporting requirements. Some aspects of this plan are also informed by New York State and New York City regulations and guidelines for public agencies.

Part One provides an overview of the College and those individuals and groups who share responsibility for the College's Affirmative Action and Diversity programs.

The Census Date for employees is June 1, 2018. The Plan Reporting Year (basis for historical data) is June 1, 2017–May 31, 2018. The Program Year is September 1, 2018–August 31, 2019.

This Plan is available for public review at the location listed on the front cover.

## COLLEGE OVERVIEW

Bronx Community College is a comprehensive urban, public community college, a unit of The City University of New York, serving the diverse needs of students in the New York City areas as well as from the surrounding communities of Westchester County. The College is committed to open enrollment, to the fulfillment of its educational mission to the community and providing post-secondary education to high school graduates and adults with high school equivalency.

Founded in 1957, Bronx Community College is the oldest of The City University of New York's six community colleges. The 43-acre campus, high above the Harlem River, features architectural masterpieces of Stanford White and Marcel Breuer, which includes the landmark Hall of Fame for Great Americans. It is located in the University Heights section of the West Bronx and consists of 26 diversified buildings ranging in architectural design from "landmarks" to contemporary structures. All 26 buildings are owned by DASNY (Dormitory Authority of the State of New York), and at the time, the state agency has been obligated to finance and manage all construction projects addressing health and safety issues; as well as projects requiring corrective action because of current code violations.

Following the acquisition of the site in 1973, the College has steadily worked towards transforming the campus from a residential undergraduate College into an instructional campus for commuting students. Since the acquisition, there had a series of construction projects on campus. To accommodate the rising enrollment over the years, Bronx Community College has been involved in a series of multi-year improvements with committed funds from the state and the city. Many new structures and improvements have been completed through phases with the design and construction. On September 21, 2012, the College hosted the inauguration for the first new construction on the campus, the North Hall and Library Building.

The College is home to the following Centers and Institutes:

- The Center for Sustainable Energy (CSE) was established in 2003 and uses experiential education to build an urban community on the tenets of renewable energy, informed political engagement and the emerging green economy. Full-time faculty, adjunct professors, staff and students are dedicated to developing novel curriculum for grid-tied and off-grid solar/photo-voltaics and green organic chemistry. The CSE has trained over 2,000 inner-city students and municipal employees from the New York City Department of Buildings, fire departments, private architecture and engineering firms. The CSE engages high school and college students in bio-diesel and cellulosic biofuel research projects and hosts an annual Sustainable Energy and Design Conference for stakeholders across academic, industrial and governmental offices. Visiting scholars from the City University of New York, U.S. and foreign universities are hosted in our state-of-the-art laboratories and classrooms.

For more information about CSE, please visit <http://www.csebcc.org/index.html>.

The Center for Teaching, Learning and Technology (CTLT) (formerly the Center for Teaching Excellence) was established in 2004. This center provides faculty development activities for faculty and staff at Bronx Community College. The Center for Teaching, Learning & Technology (CTLT) is committed to building an environment in which the instructional staff explore innovative approaches to teaching and learning, establishes a common understanding of tested best practices and collaborates with colleagues to share their efforts. Formed through a merger of the Office of Instructional Technology (OIT) and the Center for Teaching Excellence, the CTLT is dedicated to supporting BCC's key academic goals: strengthening students' engagement with learning and increasing the numbers of students who persist and graduate. In pursuit of these goals, the CTLT fosters collaborative relationships across disciplines, across the BCC campus and across the University. CTLT programs may focus on digital technologies, assessment, and disciplinary knowledge or on theories of learning. All such programs, like all CTLT activities, are centered on academic goals and the pursuit of effective pedagogy. Wherever possible, CTLT development programs are designed and led by faculty.

For more information about CTLT, please visit <http://www.bcc.cuny.edu/CTLT/>.

The Geospatial Center of the CUNY CREST Institute (BGCCCI) was established in 2014. This center has collaborated between Bronx Community College and CUNY Remote Sensing Earth System (CREST) Institute. Geospatial technology is an emerging technology that facilitates location-based analysis of geographical data acquired from a wide array of sources, including sensors mounted on platforms such as satellites and aircraft. This technology has applications essential to most aspects of daily modern life. This presents an ideal opportunity for Bronx Community College to offer education and training in this field of study.

The state-of-the art facility provides leadership in geospatial technology and its applications to both STEM and non-STEM disciplines. The primary function of the Center is to provide educational and research opportunities for BCC undergraduates, faculty and staff, specialized training through technical workshops and seminars for the industry, fostering international collaborations and enriching the global perspective of BCC-CUNY students. The Center also serves as both a teaching and training facility, and to foster research in international geospatial technology.

For more information about BGCCCI, please visit <http://www.bcc.cuny.edu/geospatial/>.

## **College Landscape**

Many of the old structures (some dating from the turn of the century) have required major redesign and renovation in order to serve their present purpose and comply with current building codes. In 1995, the development of a new Facilities Master Plan was completed. At a cost of \$1.3 million, the Plan addresses many facility needs for student enrollments, expanding College programs in collaboration with other public service agencies and services to the community. Among the College's concerns related to the physical plant and facilities services that have been addressed in the Master Plan, there is the need for greater accessibility to buildings for the mobility and visually impaired. Though some of the College's classroom buildings remain inaccessible to the mobility and visually impaired, over many years, progress toward eliminating physical barriers has been steadily addressed.

Improvements have been made in various buildings and currently, ten (10) buildings are wheelchair accessible, eleven (11) buildings are partially accessible and five (5) buildings remain inaccessible. ADA improvements, over the years, include campus-wide curb cuts; a new entry to Meister Hall on the west side and to the GML Auditorium; new flashing lights for fire alarms in all buildings; a new ramp to Sage Hall, Alumni Gym and New Hall; new ADA compliant elevators in Carl Polowczyk Hall and Meister Hall and a new ADA compliant bathroom in the Auditorium of the Gould Memorial Library. Recent ADA improvements include an ADA compliant door installed at the main entry to Colston Hall, new elevator in Colston Hall, four (4) new ADA compliant bathrooms located in Meister Hall, Carl Polowczyk Hall and the Roscoe Brown Student Center; an access ramp to the Schwendler Auditorium stage and new ramp and doors to the Carl Polowczyk Hall. In 2007-08, wheelchair accessible curbs were installed in front of Havermeyer Hall.

In 2013, our campus completed renovations of the Cafeteria and Bookstore in the Roscoe Brown Center with this building brought up to date for ADA compliance. Also in 2013, the College completed construction of North Hall with 100,000 square feet of fully accessible space including 15 classrooms and the new campus library. The Gould Memorial Library Rotunda, a national landmark building, is awaiting further approvals for the construction of an egress staircase, which will allow comprehensive use of the building. Additional projects for ADA compliance include the new access ramp for the entrance to Nichols Hall, a building recently returned to campus use from the Department of Education.

In response to the Civil Rights Audit Compliance plan, in September 2012, submitted to the State Education Department, Bronx Community College has agreed to make adjustments to some of the bathrooms in the major instructional buildings so that they are accessible to the mobility impaired. This initiative has been supported by the CUNY-wide effort to make all campuses ADA compliant. In 2015-16, Bronx Community College completed the identification and modifications of three bathrooms restrooms in Roscoe C. Brown Student Center,

one bathroom at the Alumni Gym making them ADA compliant. Also, one designated faculty/staff bathroom at Sage Hall was reconfigured to allow for handicap and transgender accessible bathrooms. The College continues its work toward ADA compliance with the remainder of the campus buildings.

In 2015-16, campus pedestrian and vehicular entrances, roadways and walkways have been completely redesigned and reconstructed to improve traffic circulation and to reduce physical impediments. Access to the campus and movement around campus has been greatly improved.

On November 3, 2016, elected officials from across New York City and State attended the ribbon-cutting ceremony to formally open the newly renovated Quadrangle on campus. The Quadrangle has easily accessible pedestrian pathways, ornamental trees and other plantings, benches and tables, bicycle racks, lamps and a broad lawn for future Commencements. Wi-Fi has also made available to the campus community. While many improvements are illustrated, there still remain portions of the campus that are inaccessible to students, faculty and staff who are mobility and visibility impaired. The College, through the Office of Facilities and Campus Planning in conjunction with the Division of Academic and Student Success, continues to make every effort to minimize these obstacles.

Projects completed in the last two years include renovation of the central quadrangle with new paving, sidewalks and curbs, renovation of Patterson Parking area with accessible parking, ramps and sidewalks and replacement of the Roscoe Brown Student Center Fire Alarm System including ADA compliant signal systems. A project is completing construction to add a new accessible entrance and bathroom for the campus pool. Projects are in design for new accessible building entrance ramps for Nichols Hall, Bliss Hall and Alumni Gym.

Pursuant to a complaint filed with OCR regarding accessibility issues with our College website, our Office of Information Technology worked diligently to address all identified issues. On November 8, 2017, the College informed OCR that all issues had been addressed. OCR subsequently reviewed our website and confirmed that the identified barriers had been corrected. OCR closed the complaint as resolved in a letter dated November 16, 2017.

Bronx Community College also offers community education and outreach programs through the following:

- The State University of New York (SUNY) Bronx Educational Opportunity Center (EOC) is one of 12 EOC's in the State of New York. Bronx Community College manages the Bronx EOC program, in collaboration with SUNY.

Established in 1987, the Bronx EOC shares the College's mission to provide services that will prepare students for a life of independent and creative thinking, dignity, self-sufficiency and community participation. The Bronx EOC serves as a one-stop provider of adult education and vocational training.



Responding to the specific needs of the individuals, families and community, the center offers a more comprehensive group of support services that enhance education leading to employment and a better quality of life. The Bronx EOC serves economically disadvantaged adults who need additional education or training for college admissions and/or entry into productive careers. Each year, more than 1,000 students enroll in tuition-free programs offered by the Bronx EOC, which fall into these general areas:

- Occupational/Technical Preparation
- Academic and Remedial Instruction
- College Preparation, GED and Job Readiness
- Microsoft Certifications

The Bronx EOC facility is a modern 43,000-square-foot building, in the Bathgate section of the Bronx that is tailored to its instructional needs. For more information about the Bronx EOC, please visit <http://www.bronxeoc.org>.

- Bronx Community College has a number of Pre-college, grant-funded programs to support students entering college and helps strengthen undergraduate education for students in the Associate in Arts, Associate in Science, Associate in Applied Science and Certificate programs.

These special offerings are integrated in the Freshman Year Programs, Academic Support Services, Learning Communities, and Writing Across the Curriculum, and the general education initiatives to provide a cohesive vehicle for academic success for students. These programs are: Future NOW, CUNY Edge, College Discovery and College NOW Programs, CUNY Language Immersion Program (CLIP) and CUNY Start provide additional preparation for newly admitted students prior to entry and the CLIP and ESL Sequence (a coordinated intensive program for students with limited English speaking and writing skills) provide specific English Language support to students.

To encourage our students' aspirations beyond the Associate degree, Bronx Community College ("BCC") offers multiple support programs from the following listed:

- The Accelerated Study in Associate Program (ASAP) assists students in earning associate degrees within three years by providing a range of financial, academic, and personal supports including comprehensive and personalized advisement, career counseling, tutoring, waivers for tuition and mandatory fees, MTA Metro-cards, and additional financial assistance to defray the cost of textbooks. On October 15, 2015, Chancellor James B. Milliken announced that Bronx Community College would become the first CUNY "ASAP College" in a University-wide plan to boost Associate Degree attainment.

ASAP, at Bronx Community College offers special class scheduling options to ensure that ASAP students get the classes they need, are in classes with other ASAP students, and attend classes in convenient blocks of time to

accommodate their work schedules. As a student approaches graduation, they receive special supports to help them transfer to 4-year colleges or transition into the workforce, depending on their goals.

- The College Discovery Program is the higher education opportunity program at two-year CUNY colleges. It has been a part of The City University of New York since 1964 when it was established by a resolution of the Board of Higher Education. It was established to provide comprehensive academic support to assist capable students who otherwise might not be able to attend college due to their educational and financial circumstances. Students are admitted without regard to age, sex, sexual orientation, race, disability, or creed as is the case with all College programs.
- The College Discovery Program offers a pre-college summer experience, tutoring, counseling services, and financial assistance to help students succeed and graduate. The mission of the College Discovery Program is to provide support services to students who have experienced academic and economic disadvantages in order to increase their opportunity to acquire a higher education.
- The Collegiate Science Technology Entrance Program (CSTEP) funded by the New York State Department of Education is to increase the number of historically under-represented and disadvantaged college students who enroll in and complete undergraduate and graduate programs that lead to professional licensure or to careers in Mathematics, Science, Technology and Health-related fields. During the academic year, CSTEP provides academic enrichment through workshops, tutoring, research in science and mathematics, field trips and other activities.
- The CUNY Coordinated Undergraduate Education initiative at Bronx Community College has as its objective to assist students in the completion of their required remedial courses so they can make a timely transition to their major courses.
- The CUNY Language Immersion Program (CLIP) is intensive English as a Second Language (ESL) program for CUNY students who need to improve their academic English language skills. Classes meet five hours a day, five days a week (in day or evening sessions). Students who have been accepted to any CUNY college can spend up to one year in the program. CLIP is a content-based program where students learn English through studying topics in American history, literature, environmental studies, and more. In this way, students build knowledge and academic skills as they develop their English language skills. CLIP students also learn the computer skills they need for college. CLIP is a low-cost program. Most students pay a fee of \$180 for a 15-week semester (25 hours a week). Students do not use their financial aid while in CLIP. Instead, they save their financial aid for subsequent college coursework.

The CUNY Language Immersion Program students enter college experienced in writing compositions, reading and analyzing texts, making presentations, and using computers for academic purposes.

- The CUNY Start is a low-cost alternative to remedial (developmental) classes at Bronx Community College. Our program assists incoming CUNY students who are not ready for college-level work based on their scores on the CUNY Assessment Tests and need further instruction in reading, writing, and/or math.

Our 18-week program provides rigorous instruction in reading, writing and math on a full-time or part-time basis, depending on the student's academic needs. The full-time program is ideal for students who have triple remedial needs in reading, writing and math and have a flexible daytime schedule. The part-time option works best for students who want to work on either reading/writing or math and students who need a lighter course load. We also offer comprehensive college advisement that helps students develop their academic identity and learn to navigate campus resources. During the semester, CUNY Start students have two opportunities to re-take the required CUNY Assessment Tests. Past students have shown significant improvement in academic skills when they re-test and many have bypassed required remedial coursework entirely. CUNY Start students pay a low cost of \$75 to enroll for the entire semester, which includes the cost of instruction, advisement, and course materials. This allows them to reserve their limited financial aid dollars for degree credit courses at BCC. Enrollment in CUNY Start is voluntary.

- The Alliance for Minority Participation (AMP) aims to increase the number of minority students who earn baccalaureate degrees in science, math and engineering. AMP is a federally funded minority research and training program sponsored by the National Science Foundation in collaboration with CUNY. The goal is to encourage the participation of minority students in Science, Technology, Engineering and Mathematics disciplines (STEM). AMP provides instructional and tutorial support for introductory STEM courses. It also provides funding for supervised research by undergraduate students.
- MATH Start is a low-cost alternative to remedial (developmental) math classes at Bronx Community College. Our program assists incoming CUNY students whose scores on the CUNY Assessment Tests indicate that they would benefit further instruction in Math. Our 8-week program involves pre-college math instruction that focuses on complex topics in algebra and helps students maximize their understanding through in-depth study of core math concepts in an interactive and supportive learning environment. In addition, students attend a weekly college-readiness seminar to help them develop their academic identity and learn about college structures and campus resources. Students pay a low cost of \$35 to enroll for the entire 8 weeks, which includes the cost of instruction and weekly Metro cards. This allows our students to reserve their limited financial aid money for degree credit courses at BCC. Enrollment in Math Start is voluntary, but participants must meet

certain attendance requirements and follow-up with their Advisor to discuss their academic progress throughout the 8 weeks.

Enrollment in Math Start at Bronx Community College enables students to save their financial aid for credit-bearing classes. In just 8 weeks, Math Start students can save over \$2000 in course fees and complete up to one year's worth of remedial coursework.

- The Minority Biomedical Research Support (MBRS) is dedicated to increasing the number of minority students pursuing careers in bio-medical research.
- The Honors Program targets high achieving students that are majoring in liberal arts and sciences who intend to pursue a Bachelor's degree. Approximately fifty students' graduate each year in this program and are recognized at the Honors Convocation ceremony.
- The Division of Academic and Student Affairs (DASS) has been tasked with the continuation of the Global Education Initiative, which include global curricular, co-curricular and extra-curricular programs. Since 2013, the College implemented the first Office of International Education and Study Abroad Programs, which offers Bronx Community College students the opportunity to study at a number of universities around the world while BCC supports faculty, staff and students to attend the Salzburg Seminar.

### **Location**

In 1973, the New York State Dormitory Authority acquired the New York University Heights Campus for the use of Bronx Community College. Beginning in the fall 1973 semester, operations were moved to the present 45-acre site overlooking the Harlem River. Bronx Community College is home to the Hall of Fame for Great Americans, the country's first hall of fame.

### **Degrees offered**

The College provides its approximately 11,500 students with quality academic programs, outstanding faculty, and flexible class schedules. BCC is a Hispanic Serving Institution (HSI), with students representing approximately 100 countries. In October 2012, the BCC campus was declared a National Historic Landmark, becoming the country's first community college campus to receive such a designation. **The College has approximately sixty associate degree and certificate programs that range from Nursing/Allied Health Services, Radiologic Technology, Computer Graphics, Nuclear Medicine, Social Sciences and Business Administration.** Additionally, many individuals take advantage of the College's Continuing and Professional Studies and Adult Education and Training Programs. In addition to its academic course offerings, Bronx Community College provides specialized programs to enhance success and support the goal of student's intent on pursuing higher education.

### **Departmental/discipline accreditation and accrediting organization(s)**

Bronx Community College has fifteen (15) academic departments whose programs are accredited by regional and national organizations with the College and accredited by the Middle States Commission on Higher Education. The College offers more than 40 academic programs that prepare students for careers and to continue their education at four-year colleges.

For more information about our accreditation, please visit <http://www.bcc.cuny.edu/academics/academic-programs/>.

## A. HISTORY

In 1957, the Board of Higher Education of the City of New York recommended that Bronx Community College be established under the sponsorship, and as part of the program of the State University of New York. The Board of Estimates of the City of New York and the Trustees of the State University of New York approved the recommendation, according to the State Education Law, after which the new college became a legal reality on April 11, 1957.

Classes began in February 1959 at the former site of the Bronx High School of Science at Creston Avenue and 184th Street. In April 1961, The City University of New York was created by the State Legislature, with Bronx Community College, as one of its seven (7) constituent undergraduate colleges. The historical records for the college presidents are as follows:

1. Dr. Morris Meister was the *first President*, the College soon developed into a much-acclaimed comprehensive community college offering a broad range of academic programs.
2. Dr. James A. Colston became the *second President* of Bronx Community College on August 1, 1966. By 1972, the College was occupying seven additional centers within walking distance of the main building and serving approximately 10,000 matriculated students. In July 1973, the Dormitory Authority of the State of New York acquired the New York University Heights Campus for the use of Bronx Community College. Beginning with the fall 1973 semester, the campus moved to the present 50-acre site overlooking the Harlem River.
3. Upon Dr. Colston's retirement, Dr. Morton Rosenstock was named as the Interim President from 1976 until August 30, 1977.
4. Dr. Roscoe C. Brown, Jr., was named as the *College's third President* and served from September 1, 1977 until his retirement in June 30, 1993.
5. Dr. Leo A. Corbie was named as Interim President and served from July 1, 1993 until he stepped down on June 30, 1996.
6. Dr. Carolyn G. Williams was named the *College's fourth President* and served from August 26, 1996 until her retirement on June 30, 2011.

7. Dr. Carole M. Berotte Joseph was named as the *College's fifth President* from July 1, 2011 until she stepped down on October 4, 2014.
8. Dr. Eduardo Marti was named as the *College's Interim President* and served from October 4, 2014 until he stepped down on June 30, 2015.
9. Dr. Thomas A. Isekenegebe became the *College's sixth and current President* on August 17, 2015. For more information about Dr. Isekenegebe CUNY appointment and overall accomplishments, please visit <http://www.bcc.cuny.edu/President/>.

## **B. MISSION**

### **Mission Statement**

Bronx Community College serves students of diverse backgrounds, preparations, and aspirations by providing them with an education that is both broad in scope and rigorous in standards. Our mission is to give our students the foundation and tools for success, whether they choose to continue their education and/or enter a profession immediately upon graduation, and to instill in them the value of informed and engaged citizenship, and service to their communities.

### **Vision Statement**

Bronx Community College will lead the way in providing students with an education that enables them to move with equal facility into productive and rewarding careers or increasingly advanced higher education programs. Bronx Community College will graduate students who are prepared to live within, profit from, and contribute to a 21<sup>st</sup> century global environment marked by diversity, change and expanded opportunities for learning and growth.

## **ORGANIZATION CHART**

**Appendix A** displays an organization chart.

## **RELEVANT POLICIES**

As a part of The City University of New York (CUNY), a public university system, the College adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others, 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 and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes," delineated in Executive Order 11246 and updates are: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, and Women. Additionally, the Chancellor of CUNY designated Italian Americans as a protected group in 1976 and CUNY prepares a separate Italian American Affirmative Action Plan.

CUNY has posted its policies and procedures on non-discrimination, sexual misconduct, and affirmative action on its website.

[Click for CUNY's Policies](#)

[\(www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html\)](http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html)

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

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

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

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

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

## **Affirmative Action Policy**

The University's overall policy on Affirmative Action of May 28, 1985 is part of CUNY's Manual of General Policy.

## ARTICLE V FACULTY, STAFF AND ADMINISTRATION

### *Policy 5.04 - Affirmative Action:*

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

## **Sexual Misconduct Policy**

CUNY's Policy on Sexual Misconduct addresses sexual harassment, gender-based harassment and sexual violence. It outlines procedures applicable to students and employees for addressing complaints. The text of the policy statement follows:

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

*Defining conduct that constitutes prohibited Sexual Misconduct;*

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

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

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

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

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

*This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be*



*interpreted in accordance with the principles of academic freedom adopted by CUNY's Board of Trustees.*

CUNY has established the following policies. Links are accurate as of June, 2018.

[The CUNY Policy on Equal Opportunity and Nondiscrimination](#) prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law, and addresses sex discrimination other than Sexual Misconduct covered by this policy.

[The CUNY Campus and Workplace Violence Policy](#) addresses workplace violence.

[The CUNY Domestic Violence and the Workplace Policy](#) addresses domestic violence in or affecting employees in the workplace.

[The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments](#) addresses the procedures CUNY will follow when there is a request for a reasonable accommodation or academic adjustment.

In addition, CUNY campuses are required to report crime statistics, including statistics relating to sexual violence, under the federal Jeanne Clery Act. Information is available from the Office of Public Safety (<http://www.bcc.cuny.edu/services/public-safety/>).

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

The College policy is reaffirmed by the President annually. **Appendix B** contains a copy of the annual Reaffirmation Letter which was issued on January 9, 2017.

## **RESPONSIBILITY FOR IMPLEMENTATION**

While the entire College community participates in promoting diversity and inclusion, the College has assigned certain responsibilities in implementing Affirmative Action programs.

### **The President**

The President, Thomas A Isekenegbe, oversees implementation of Affirmative Action and diversity programs and assuring compliance with federal, state, and city laws, rules and regulations as well as University policies. Additionally, the President:

- Designates personnel responsible for managing Affirmative Action, diversity, and

compliance efforts, including a Chief Diversity Officer (CDO), 504/Americans with Disabilities Act (A.D.A.) Coordinator and Title IX Coordinator

- Ensures responsible personnel have the authority, staff, and other resources to successfully fulfill their assigned responsibilities
- Communicates a commitment to equal employment opportunity programs and issues an Annual Re-Affirmation supporting affirmative action, diversity and equal opportunity (see copy of Re-Affirmation Letter in **Appendix B.**)
- Approves and submits required reports, including this Affirmative Action Plan.

### **Chief Diversity Officer**

The President has designated Jessenia Paoli as the Chief Diversity Officer (CDO). As the President's primary designee, the CDO:

- Provides confidential consultation for, investigates and resolves discrimination/harassment complaints
- Distributes relevant policies, notices and revisions, and assures integration into training programs, search committee orientations, websites, and other media
- Prepares and communicates Affirmative Action Plan reports and evaluates the impact of specific initiatives and Affirmative Action programs overall
- Consults with search committees and hiring managers on recruitment and selection, overseeing search plans and effective recruitment/selection strategies to promote a diverse workforce
- Assures the College's participation in university-wide initiatives promoting diversity and inclusion.

### **College Officials**

College executives, department chairpersons, managers, and supervisors are critical partners in the equal employment/affirmative action program. They help ensure compliance with regulations and policies, foster an inclusive environment, and assist in developing, maintaining, and implementing the Affirmative Action Plan.

### **Committee(s) on Diversity and Inclusion**

The College has a standing committee advising the campus community in formulating and implementing affirmative action policy; reviewing the impact of any policies on the College governance plan; developing and implementing strategic

diversity plans and promoting College programs to reflect pluralistic values and goals.

Committee members in this past year were: Grisel Y. Acosta; Iris Cortes; Raquel A. Diop; Raffaella Diotti; Giulia Guarnieri; Abdul Hashim; Michael Miller; Cynthia Tobar.

## **University Management**

The University's Office of Recruitment and Diversity reports summary statistics to senior management on a quarterly basis and provide periodic data files to the colleges. Details of University reports and diversity programs are provided here:

[Click for University Diversity Resources](#)

## PART TWO: DATA AND ANALYSIS

---

The College analyzes data using multiple methods prescribed by regulation and best practice in preparing Affirmative Action Plans. No one method provides a complete picture, and none should be used as a sole measurement. Methods include:

- Workforce Analysis of employees within organizational units  
Establishment of Job Groups and relevant academic Disciplines
- Development of Labor Market Availability measures
- Utilization Analysis for Job Groups and Disciplines
- Review of Personnel Actions (e.g., Hiring, Separation, Promotion)
- Review of Recruitment Activity
- Review of Hiring from Civil Service applicant pools
- Review of Compensation.

Individuals interested in learning more about data analysis in Affirmative Action Plans may wish to refer to resources provided by the U.S. Department of Labor's Office of Contract Compliance Programs (OFCCP) at: [Click for U.S. Department of Labor Website](#)

The source for this review and all subsequent data is an extract from CUNY's system of record, CUNYFirst, of full-time active employees and employees on selected paid leaves (such as medical leave or fellowship/sabbatical leave) as of June 1, 2018. The population does not include student workers or individuals employed by CUNY's Research Foundation. We created this extract in July, 2018.

To evaluate representation by race/ethnicity, we use federally-mandated categories of Asian, Black/African American, and Hispanic. Employees who identify as American Indian/Alaska Native and employees who identify as "Two or More Races" are not listed separately, but are included in the Total Minority category. Employees identifying as Hawaiian/Native Pacific Islander are listed with the Asian category.

To evaluate representation by gender, we use federally-mandated categories of Male and Female.

## **JOB GROUPS, DISCIPLINES, AND MARKET DATA**

We base further analyses on creating job groups consisting of job titles with similar responsibilities and opportunities for advancement. We conduct additional analyses for Faculty and College Laboratory Technicians with groupings based on instructional program (discipline) and academic department.

Appendix C presents further details of the titles included in each Job Group.

### **Job Groups**

Job Groups are comprised of similar job titles based on duties, qualifications, and other conditions of employment. The University reviews groupings annually. The Exhibit on the following page lists the Job Groups and summarizes College staffing in each group.

## Exhibit: Workforce Summary

Bronx CC

Total Employees: 965

### Executive/Administrative/Managerial

Job Group	Staff	Female #	Female %	Minority #	Minority %
Administration 1 (Executive)	21	11	52.4%	15	71.4%
Administration 2 (Manager)	66	42	63.6%	44	66.7%
Facility Manager	2	0	0.0%	2	100.0%
IT Computer Manager	4	1	25.0%	3	75.0%
Security Manager	3	1	33.3%	2	66.7%

### Professional Faculty

Job Group	Staff	Female #	Female %	Minority #	Minority %
Faculty-Professorial	268	126	47.0%	128	47.8%
Faculty-Instructor	2	2	100.0%	2	100.0%
Faculty-Developmental	20	12	60.0%	12	60.0%
Faculty-Lecturer	55	23	41.8%	29	52.7%

### Professional Non-Faculty

Job Group	Staff	Female #	Female %	Minority #	Minority %
Accountant	4	2	50.0%	4	100.0%
Administration 3 (Professional)	141	103	73.0%	122	86.5%
Administration 5 (Engineer-Architect)	2	0	0.0%	2	100.0%
Disability Accommod. Spec.	1	1	100.0%	1	100.0%
IT Computer Professional	29	12	41.4%	28	96.6%

### Administrative Support Workers

Job Group	Staff	Female #	Female %	Minority #	Minority %
Accountant Assistant	9	7	77.8%	6	66.7%
Administrative Assistant	14	13	92.9%	11	78.6%
Office Assistant	87	73	83.9%	83	95.4%
Mail Services Worker	2	0	0.0%	2	100.0%

### Craft Workers

Job Group	Staff	Female #	Female %	Minority #	Minority %
Basic Crafts-Buildings and Grounds	10	2	20.0%	8	80.0%
Laborers and Helpers	18	0	0.0%	13	72.2%
Skilled Trades-Supervisor	4	0	0.0%	1	25.0%
Skilled Trades	32	2	6.3%	12	37.5%

### Technicians

Job Group	Staff	Female #	Female %	Minority #	Minority %
Administration 4 (College Lab Tech)	32	12	37.5%	28	87.5%
Broadcast/Media	1	0	0.0%	1	100.0%
IT Support Technician	14	4	28.6%	14	100.0%
Print Shop	4	1	25.0%	4	100.0%

### Service Workers and Others

Job Group	Staff	Female #	Female %	Minority #	Minority %
Campus Peace Officer-Sergeant	15	3	20.0%	15	100.0%
Campus Peace Officer-Level 2	7	1	14.3%	7	100.0%
Campus Peace Officer-Level 1	41	7	17.1%	38	92.7%
Custodial Supervisor	11	4	36.4%	11	100.0%
Custodial	46	15	32.6%	46	100.0%

## **WORKFORCE ANALYSIS**

The Workforce Analysis is a review of protected groups (gender and ethnicity) organized by department/unit and presented by job title in descending hierarchical order.

The Workforce Analysis is intended to review overall representation of females or minorities by organizational unit and title/rank within unit.

Due to length, the Workforce Analysis charts are not included in the Plan.

The College conducted a self-identification canvas in May 2018 by contacting employees via email, encouraging them to update self-identification data. The College provided instructions and a Question and Answer document explaining the reasons behind collecting self-identification data, and stressing that providing this information was voluntary.

In total, (2) employees at the College did not identify a gender and (19) employees either did not identify a race/ethnicity or did not completely specify one (for example, identified as non-Hispanic without providing a specific race). Anyone who did not specify a gender and/or ethnicity is included in the workforce analysis but not included in a protected group for further analyses.

### **Disciplines for Faculty and College Laboratory Technicians**

Within each Faculty job group, we analyze utilization by academic program or discipline. The University codes its disciplines using the U.S. Dept. of Education “Classification of Instructional Programs” (CIP) and each College assigns its academic departments to the disciplines. On an exception basis, we calculate a blended labor market availability for interdisciplinary programs. Where multiple departments are assigned to the same discipline, Chief Diversity Officers may review a break-out by department.

We assign College Laboratory Technicians to one of two groups, based on assigned department: College Laboratory Technicians-Science, Technology, and Engineering, and College Laboratory Technicians-Other.

**Appendix D** details the academic program assignments used at the College for Faculty and College Laboratory Technicians.

### **Labor Market Availability**

Labor Market Availability is the measurement used to benchmark utilization of protected groups. It represents the proportion of each protected group available for employment in the labor market from which we recruit.

The University calculates availability by job group and discipline, based on internal and external factors. The internal labor market is an estimate of eligible employees on a promotional path into a job group and has been calculated based on employee data in either fall 2013 or spring 2014. The external labor market uses location and qualifications of individuals available for employment, typically an education factor and a geographic factor. Educational data comes from “Earned Degrees Conferred” reports from the U.S. Department of Education (2013-2014 figures) and other information comes from the *American Community Survey of the U.S. Census* (2007-2011). Geographic factors may be National (generally for highest-level positions and faculty), Regional (the four-state region of New York, New Jersey, Pennsylvania, and Connecticut), or Local (New York City).

CUNY reviews and updates Labor Market Availability figures every other year. There were no updates made to the availability data this past year.

**Appendix C** (previously referenced) lists availability factors and weightings.

## **UTILIZATION ANALYSIS**

### **Discussion**

The College reviewed its employee population by Job Group and protected class in comparison to Labor Market Availability for groups where there are five or more employees.

We report underutilization when significantly fewer minorities or women are employed than would be reasonably expected given availability. We report underutilization where the utilization is more than 20% below availability and the difference can be expressed as at least one full-time equivalent employee.

Job Groups and Disciplines for which there is underutilization are considered priorities for College Affirmative Action programs.

**Appendix E** details each individual Job Group/Affirmative Action Unit and Academic Program/Category (Faculty and College Laboratory Technicians).

Changes in underutilization from year to year may arise from multiple factors. These include hires, separations (including voluntary separations and retirements), updated Labor Market Availability and changes to the composition of Job Groups or Disciplines. It is often not possible to pinpoint a single, direct cause, and it may not always be possible to anticipate and/or prevent increases in underutilization in borderline situations.



The following Exhibit summarizes staffing and underutilization for each job group with a comparison to the two previous years.

**Exhibit: Summary of Historical Changes in Underutilization - Lab Techs**

**Bronx CC**

This is a summary of utilization, and underutilization, of protected groups by functional grouping for College Laboratory Technicians (CLTs). Only those groups with five or more employees are included here.

This version compares underutilization for this report (2018) to that reported in the 2017 Affirmative Action Plan. If there is no entry under Total Staff, this means that the discipline was not reported in the Affirmative Action Plan in one of the years.

Boxes in red represent increases in underutilization (negative progress); boxes in green represent decreases in underutilization (positive progress).

**Job Group: Administration 4 (College Lab Tech)**

Job Category	UNDERUTILIZATION											
	Total Staff		Female		Total Minority		Asian/Nat. Haw./Other Pac. Isl.		Black/African Am.		Hispanic/Latino	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
College Lab Tech - Other	8	8	3	3								
College Lab Tech - Science, Tech, Eng.	24	23					3	3				

## Exhibit: Summary of Historical Changes in Underutilization - Faculty

### Bronx CC

This is a summary of utilization, and underutilization, of protected groups by job group and a specified faculty program (or "discipline"). Only those groups with five or more employees are included here.

This version compares underutilization for this report (2018) to that reported in the 2017 Affirmative Action Plan. Differences in assigning faculty to disciplines mean that year-to-year comparisons are approximate.

Boxes in red represent increases in underutilization (negative progress); boxes in green represent decreases in underutilization (positive progress).









## Utilization, Underutilization, and Placement Goals

### Administrator/Staff Utilization by Job Group

Underutilization has been reduced or eliminated between last year and this year's percentages in the following job groups:

- IT Support Technician: Underutilization was eliminated in the Asian or Native American/Hawaiian or Other Pacific Islander category with a reduction in underutilization from 1 to 0.  
Service Worker and Others: Underutilization was eliminated in the Asian or Native American/Hawaiian or Other Pacific Islander category with a reduction in underutilization from 1 to 0.

### Faculty

Underutilization has been addressed between last year and this year's percentages in the following job groups. Where there has not been a change in underutilization but there have been diversity hire(s) that are noted as well:

- **Faculty- Professional: Biological Sciences**- Increased departmental diversity with one hire in the Black/African American group.  
**Faculty- Lecturer: Business and Information Systems** - Increased departmental diversity with one hire in the Asian or Native American/Hawaiian or Other Pacific Islander group.  
**Faculty- Professional: Communications, Journalism, and Related Programs**- Underutilization was eliminated in the Asian or Native American/Hawaiian or Other Pacific Islander category with a reduction in underutilization from 1 to 0.  
**Faculty- Professional: Education: Developmental** - There were three diversity hires in this job group; 2 women and 1 Black/African American. Female hiring reduced underutilization from 3 in 2017 to 2 in this reporting year.  
**Faculty-Professional: Engineering, Physics & Tech** - Underutilization was eliminated in the female category with a reduction in underutilization from 1 to 0.  
**Faculty-Lecturer: Engineering, Physics & Tech** – Placement goal of 1 female was met.  
**Faculty-Lecturer: English Language & Literature** - Underutilization was eliminated in the female category with a reduction in underutilization from 2 to 0.  
**Faculty-Professional: Nursing/Allied Health Sciences** – Diversity was increased in this department with two minority hires.  
**Faculty-Professional: History** - Underutilization was eliminated in the female category with a reduction in underutilization from 1 to 0.  
**Faculty-Professional: Library Resources Center** – Although underutilization remained the same for this department in the female category, there was one female hire in this reporting year.  
**Faculty-Professional: Math & Computer Sciences** - Diversity was



increased in this department with one minority hire in the Black/African American group.

**Faculty-Professional: Chemistry** –Underutilization was decreased in the female category from 2 to 1.

**Faculty-Professional: Social Science** – Although the department remains underutilized in the Asian or Native American/Hawaiian or Other Pacific Islander category, diversity was increased in the department with minority hires in the Black/African American and Hispanic/Latino categories.

## OTHER ANALYSES

### Personnel Activity

We review personnel actions for potential adverse impact, meaning personnel selections at different rates for different groups.

**Appendix F** provides detail on personnel activity by Job Group:

- Job Actions by Job Group and Ethnicity
- Job Actions by Job Group and Gender
- Faculty Tenure Actions by Department, Title, and Ethnicity
- Faculty Tenure Actions by Department, Title, and Gender

We compared employee title changes between reference dates (i.e., July 1, 2017 and June 1, 2018). The reports track hires, moves to a higher or lower Job Group, moves within a Job Group, and Separations.

Personnel actions involving employees who leave one Job Group to take a position in another are reported as two actions and are listed as having separated from one group and joined another group.

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). Individuals are eligible after meeting service requirements. There is an additional review process for Professorial Faculty, involving departmental and College-wide Personnel and Budget Committees making recommendations to the President. The President reports approved candidates to the CUNY Board of Trustees. It is also possible in rare cases for a senior individual to be hired with Tenure. Faculty reported here received tenure/CCE status effective September 1, 2017.

The tenure report tracks the following statuses:

- Awarded Tenure
- Hired with Tenure
- Denied Tenure.

All candidates applying for tenure in the fall 2017 semester were approved effective September 1, 2018.

## Recruiting Activity

Recruiting and selection take place within a process designed to promote both effectiveness and diversity. Prior to posting a position, the Chief Diversity Officer reviews and approves the posting language from the standpoint of any requirements that may impose bias. In most cases, the Chief Diversity Officer also creates and/or reviews a Search Plan outlining intended methods of outreach for the position.

Many hiring projects are conducted by a diverse Search Committee, particularly searches for faculty, administrators, and executives. 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 CDO reviews the applicant pool for sufficient representation and certifies the pool prior to a review by the committee. The CDO reviews the list of individuals selected for interviews, and at the end of the recruiting process, approves the entire search.

The standard in evaluating recruiting data is referred to as Impact Analysis. Federal guidelines recommend that “Adverse Impact” may occur when any one group has a selection rate which is less than 80% of the selection rate of the group which is most frequently selected.

**Appendix G** summarizes recruiting, by job group, data based on currently available information about searches that were noted as officially concluded with a job offer between June 1, 2017 and May 31, 2018.

For some job groups, notably faculty, there is a time gap between offers and start dates. For recruiting reviews, we track timing on the basis of the close of the search (accepted job offer). Also, we report on all searches resulting in an offer, regardless of whether the search is cancelled at some point after an offer is made.

Currently, applicant categories follow the *Internet Applicant Rule* and consist of:

- Applicant (Qualified individual submitting an application for a specific position)

- Interview (Selected for an interview, and interviewed)
- Offer/Hire (Selected for the position)

As with many higher education institutions, there may be a gap in time between offer and hire for faculty members, as they are generally selected in the spring to teach the following fall. This time period can span two academic years. We report recruiting data based upon the date the search closes, and we report personnel activity data based on the employee's hire date. Thus the number of hires in recruiting exhibits may not match the number of hires in the personnel exhibits.

In the normal conduct of business, the Chief Diversity Officer reviews applicant self-identification data and determines whether there is a need for real-time adjustments to recruiting and outreach plans in order to assure diverse, qualified applicant pools. The Chief Diversity Officer may require additional outreach prior to proceeding with selection and/or interviews should there be a concern that applicant pools are not sufficiently diverse.

We have worked diligently to address underutilization when marketing openings in faculty departments by working closely with The Office of Academic Affairs, and departmental chairpersons. These efforts can be seen in the reduction in underutilization outlined above. With the addition of a new Executive Director of HR, we plan to continue and expand these recruiting efforts.

### **Hiring from Civil Service Applicant Pools**

The College participated in five (5) University-wide hiring pools for Classified Civil Service hires. At a hiring pool, applicants who are pre-qualified based on a Civil Service examination score indicate their interest in working at one or more Colleges, and colleges make selections as per Civil Service regulations. These hires are included in the counts of employees hired in Appendix F and the counts of applicants in Appendix G.

### **Compensation**

The University develops and manages pay plans according to title and/or bargaining unit. These include an Executive Compensation Plan (ECP), Faculty and Non-Teaching Instructional Staff Pay Schedules, and Classified Civil Service Plans for Managerial Personnel, Non-Managerial Staff, and Skilled Trades. Plans are subject to bargaining unit contracts, Civil Service regulations, New York City Comptroller's Determinations, and/or University policy, and these factors sometimes limit the flexibility of the pay plans.

We review policies such as:

- Setting of Starting Salaries

- Performance-Based Pay
- Pay Increases Upon Promotion
- Tracking of Compensation Decisions
- Document Retention Practices
- Assignment of Overtime/Additional Assignments.

We also review salaries by job group and title and evaluate areas where there is a discrepancy of 5% or more based on average salary as well as a material number of employees.

We did not have a Director of Human Resources in the last reporting year and hired Marta Clark, Executive Director of Human Resources in May 2018 – the end of this reporting year. The Chief Diversity Officer and the Human Resources Director will discuss compensation best practices and areas of risk with members of the President’s Cabinet in the upcoming reporting year.

## **PART THREE: ACTION-ORIENTED PROGRAMS**

---

This section details a qualitative assessment of programs over the prior year, evaluates how the College has, or has not, achieved its goals, and identifies planned activities aimed at achieving the coming year's goals.

Part Three contains:

- Implementation of Prior-Year Programs
- Implementation of 2018-2019 Programs
- Ongoing Activities in Support of Affirmative Action
- Internal Audit and Reporting.

## IMPLEMENTATION OF PRIOR-YEAR PROGRAMS

Over the prior plan year, the College undertook the following programs to support Affirmative Action and create a climate of inclusion.

### Exhibit: Summary of Campus Programs, 2017-2018

The College initiated a variety of programs to address underutilization and encourage an inclusive climate. This effort included working with department chairpersons to create detailed recruitment plans aimed at marketing positions to target underutilization. Below is a chart of faculty hirings during the reporting period. Of seven faculty searches completed in the Reporting Year, we were able to address underutilization in three (History, Engineering, Physics and Technology, and Education and Academic Literacy).

As part of the College's Faculty Diversity Strategic Plan, various multi-year initiatives have been identified in the 2013 - 2018 timeframe to support CUNY's educational mission through recruiting and retaining a diverse faculty. Efforts specifically related to the last update report illustrate actions to that plan are so noted:

- The Office of Affirmative Action, Compliance, and Diversity is continuously reviewing the CUNY Search Committee Guide to ensure that all campus search committees practice general consistency with the identified CUNY practices and procedures; but to also ensure that a level of equity is captured on all existing search documentation for administrative and faculty searches. All search committee documentation and instructions are available of the OAACD webpage. In spring 2017, the Personnel and Budget Committee approved guidelines and procedures for faculty reappointment, promotion and tenure. A draft of this document was shared with our College Senate as well as with the College Personnel and Budget Committee for input and comments before being adopted for AY 2018. The guidelines were finalized and were implemented effective Fall 2018.

#### Other Diversity Initiatives and Faculty Highlights:

- The theme of this year's sixth Annual Faculty Day held on April 20, 2018 was "Reflections on Diversity: Sharing Scholarship, Teaching, and Creative Works". The keynote speaker for the event was Dr. Arlene Torres, Director of the Chancellor's Latino Faculty Initiative in Academic Affairs at CUNY. Introductions were made by BCC President Isekenegbe, Dean Luis Montenegro, and CIPD Chair Bob Lupo, before Dr. Torres began her "testimonio", or personal account: "Diversity, Inclusion, and

Social Connectedness in Higher Education: A 21st Century Imperative.”

- Prof. Parfait Kouacou (PhD candidate in French) has been the first in CUNY to create an online archive for Writing Intensive faculty in Modern Languages. He consulted Modern Languages faculty from different CUNY campuses to collect Writing Intensive syllabi and assignments to create a pedagogical toolbox for faculty teaching Writing Intensive Modern Language classes. The ePortfolio includes sample syllabi, class activities, and assignments for French, Italian, and Spanish Writing Intensive classes.
  
- Prof. Ted N. Ingram (General Counseling) was selected to participate in Diversifying CUNY’s Leadership: A CUNY-Harvard Consortium, a professional development program for faculty and staff committed to diversity and inclusion at CUNY. January 2018
  
- Prof. Carlos Manuel Rivera (Modern Languages) performed, “La Regla” at the 7th season of Monologues Festival “Ando Monologando” in the William Musto Cultural Center, Union City, NJ. February 2018. Moreover, he performed with “La Bori Bori de Mink” in the VII Colloquium ¿Del otro la’o? Queer Perspective and Debates: Trans, Inter and Other Emerging Routes at the University of Puerto Rico, Mayagüez, PR. March 2018. Lastly, he was a lecture participant at the “Popular Theater: The Marginal Theater in Puerto Rico” in the Biennale of Performing the Storytelling Barriocuentos 2018, Teatro Cimarrón, Havana, Cuba. March, 2018.
  
- Prof. Kevin Martillo Viner (Modern Languages) presented, “Optional Spanish Subjunctive Mood Grammar of New York City Bilinguals” at the Spanish Linguistics in North Carolina [SLINKI]. Wake Forest University, Brookstown Campus, NC. February 2018.
  
- Marie Varghese (CUNY Start) co-presented, “Poetry of Praise: Reclaiming Religion and Spirituality for the Resistance (Reading)” at the 2018 Split this Rock Poetry Festival: Poems of Provocation & Witness 2018, Washington, DC. April 2018. She also shared her works at the “Autoethnographies of CUNY: The Power of Storytelling” as part of her participation in the “2 Truths and A Lie Writing Workshop” led by Bushra Rehman at the Asian American Writers Workshop. April 2018.
  
- The College website has completed its redesign phase and now provides greater web accessibility. While the website is still a work in progress, we are compliant with the following web accessibility standards:

- Section 508 of the Rehabilitation Act of 1973 as amended
- World Wide Web Consortium Web Accessibility Initiative (W3C WAI) Priority Level One

The website also meets most of the criteria for W3C Priority Level 2. BCC also offers BrowseAloud a speech and reading support tool.

Within the last four progress reports, the new College initiatives created are:

- Writing Across the Curriculum (WAC)  
<http://www.bcc.cuny.edu/WAC/>

Sixteen faculty members participated in the 2017 Writing Intensive Faculty Certification Program, which was offered in both face-to-face and online sessions. This was the first BCC faculty development program to be offered in hybrid format. The program helped faculty design effective Writing Intensive courses, integrate writing into academic disciplines, and promote thoughtful pedagogy and curriculum design that transcends disciplinary boundaries.

Professors Eleanor Luken and David Bridges, Writing Across the Curriculum Fellows, have developed a WAC website on CUNY Academic Commons: <http://cuny.is/bccwac> . The new website features comprehensive WAC resources for both BCC faculty and students and aims to become a premier hub for WAC pedagogy.

- Instructional Technology Tutor (ITA) Program  
<http://www.bcc.cuny.edu/CTLT/?p=ctlit-ITA>
- Teaching with Technology  
<http://www.bcc.cuny.edu/CTLT/?p=ctlit-Teaching-with-Technology>
- Nota Bene Newsletter  
<http://www.bcc.cuny.edu/Administrators-of-the-College/?p=Academic-and-Student-Success>

OAACD will continue monitoring the progress, and work with the Division of Academic and Student Success on any additional faculty efforts and initiatives from the division's faculty and staff.

- The College continues to promote the use of the College's Faculty Handbook, evening and weekend resources, grants and contract opportunities, and the college assessment tools that contain important faculty resources, guidance and information about the



faculty experiences at Bronx Community College, which are listed below:

[http://www.bcc.cuny.edu/AcademicAffairs/FacultyResourcesGuides/?page=Faculty\\_handbook](http://www.bcc.cuny.edu/AcademicAffairs/FacultyResourcesGuides/?page=Faculty_handbook)

<http://www.bcc.cuny.edu/Assessment/>

<https://www.bcc.cuny.edu/Grants-Contracts/>

<http://www.bcc.cuny.edu/Evening-Weekend-Services/>

- The Office of Affirmative Action, Compliance and Diversity, in direct conjunction with the Division of Academic and Student Success, actively continues to monitor the efforts of our campus faculty recipients of the University's 2017-2018 Faculty Fellowship Publications Program. There were two BCC Awardees in this reporting year. This number compares favorably with prior years. There were five awardees in FY 2017, one awardee in AY 2016, six in AY 2015, eight in AY 2014, and two in AY 2013.

The College conducted targeted outreach to faculty who had been informed in their annual evaluations to focus more on scholarship. Faculty who were beginning their tenure at BCC also participated. All ten participants in Spring 2016 were reappointed for the following year. One participant was promoted in Spring 2017 to Associate Professor effective Fall 2017. More recently, one faculty from this cohort has resigned effective August 25, 2017 to assume a similar position at another institution. This program was scheduled to take place again in Spring 2018.

The following is a description of the most notable programs undertaken in 2017 - 2018:

- New York State approved Bronx Community College as a private testing site for students and community residents to take the Test Assessing Secondary Completion (TASC) [formerly the GED]. We completed our state site visit and Albany approved the College as a TASC testing site in the Spring 2017 semester. We began testing in spring 2017 and testing is conducted once a month during the fall and spring semesters. Ms. Stephanie Marshall from the Office of Evening and Weekend Office serves as the College's Chief Examiner and Associate Dean imone Rodriguez-Dorestant serves as Chief Administrator. This has been a great benefit as our students have traditionally traveled to Staten Island, Brooklyn, or Queens for testing. We are now be able to provide more comprehensive service to our students in the Adult Education Training Program, Future Now, Workforce Development, and other community-based organizations

on campus.

Faculty Fellowship Publication Program

The Faculty Fellowship Publication Program aims at advancing the University goal of a diverse professoriate. This program supports faculty retention and advancement.

Recognizing that publication of academic works is one of the key criteria for advancement, CUNY’s Faculty Fellowship Publication Program aims at advancing the goal of a diverse professoriate through mentoring and educational programs which address preparing materials for publication.

On December 4, 2017, the University Office of Recruitment and Diversity announced two named recipients of the 2017-2018 University’s Faculty Fellowship Publication Program (FFPP) for Bronx Community College. The selected recipients from Bronx Community College are:

Named Recipient Last Name, First Name	Title	Department
Joseph Donica	Assistant Professor	English and English Literature
David Puglia	Assistant Professor	English and English Literature

As a collaborative project, each recipient was approved and awarded \$3,654.00 for three hours of reassigned time for the spring 2018 semester. The total received by the College was \$7308.00, which the designated portion was awarded to each of the above listed recipients.

Diversity Activities and Programs

Each year the College promotes diversity through a program of events. Among the activities this year that promote diversity at the College were the following:

- The College, while partnering with Lehman College, has been awarded a five-year (Hispanic Serving Institution) HSI-STEM grant of nearly \$6,000,000.00. This grant will fund multiple initiatives including a dedicated advisor, faculty development, student research and immersion opportunities, peer mentors, and more. The initiative will also include a guaranteed admission component and a Lehman advisor-in-residence.
- Beginning next year, Bronx Community College (BCC) will introduce on-campus child care for students attending evening classes, thanks to a grant awarded by the U.S. Department

of Education. BCC's accredited Early Childhood Center currently offers child care and preschool programs to 100 children, ages 2-5, while their parents attend classes during the day. The federal Child Care Access Mean Parents in School program (CCAMPIS) will enable 160 preschoolers whose mothers and fathers take classes in the evening to enjoy that same professional child care after hours. The U.S. Department of Education awarded BCC nearly \$1.4 million in CCAMPIS funding over the next four years. Once launched, on-campus childcare hours will extend until 10 p.m. each spring and fall semester. More than half of all BCC students work while attending classes, and 55% have children under the age of five. BCC's Department of Institutional Research has found that student parents who use the College's on-campus Early Childhood Center are twice as likely to stay in school and graduate than other students.

- The College also received a Capital One grant to partner with Per Scholas, a leading nonprofit Information Technology training provider, to explore ways to move Bronx residents from Information Technology certifications to college degrees. This stackable credentials effort focused on the building of a new AAS degree in Cyber-Security and Networking being developed by the Department of Engineering, Physics and Technology. Thanks to this grant, beginning in fall 2018, we launched a new academic program leading to an Associate in Applied Science (AAS) degree in Cybersecurity and Networking or a certificate under the same name.
  
- The Department of Education and Academic Literacy was awarded \$58,000.00 as part of a year award to participate in the NYC Men Teach program a partnership between the office of the Mayor and the NYC Department of Education.
  
- The College's Office of Student Life is continuing to partner with the BCC Student Government Association (SGA) to formalize leadership initiatives. One program, Leader to Leader, matches members of the Executive Cabinet with members of SGA for student/workplace mentoring.
  
- Coordinated by the Office of Personal Counseling, Get PSyCh'd is a grant-funded Peer Support and Career Development program for BCC students pursuing degrees and careers in psychology, social work, human services, counseling and other mental health fields. Student-peers receive extensive, career-specific training for one semester. Once trained, student-peers engage in outreach, peer education and community-building activities for a second semester. Both the training and outreach activities are paid. Get Psyc'd has received over \$75,000 in public and private grants to fund program initiatives.

- On December 8, 2017, Bronx Community College hosted "I Am Not An Object: African Women's Symposium". The program offered insight and perspectives on the challenges and opportunities facing immigrant and first generation African women in New York. The event was sponsored by the BCC African Students Association and Echoes Africa Initiative and supported by other groups that included BCC Collaborative Education, BCC Male Empowerment Network, The Amadou Diallo Foundation, BCC African Services Project, and Unity and Strength Black Faculty and Staff Association. Invited local organizations included Morris Heights Health Center, Sauti Yetu African Women's Services, and the New York City Office on Human Rights African Services Unit.
- In March 2018, the College's Safe Space program held a town hall meeting entitled: A Conversation on Opening an LGBTQ Center at BCC. This event was followed by the creation of a committee to further discuss and plan this important initiative. These efforts culminated with the opening of our LGBTQ resource room this fall 2018.
- Bronx Community College was recognized by the Victory Media Survey Team as a military friendly institution. In addition to this national designation, Bronx Community College also earned the Military Friendly Bronze Award from GIJobs.com for being a Community College with outstanding programs and support for veterans.
- BCC recognized and celebrated Veteran students and staff throughout the month of November. Activities included a flag-raising, a student obstacle course, and a barbeque for student, faculty, and staff Veterans sponsored by our Department of Public Safety.

#### Ongoing Engagement with College Management

The Chief Diversity Officer conducts the following activities to promote that executives and senior management participate in the Affirmative Action programs:

- Monthly meetings with the College President, members of President's Cabinet and Executive Council to discuss compliance and diversity outreach issues
- Monthly meetings with Department Chairpersons and Hiring Managers to discuss hiring issues such as diversifying applicant pools, addressing unintended bias, college/program goals (per job title) and meeting compliance requirements
- Designs and implements programs/remedies to promote the attainment of placement goals through advertising and search committee work.
- Reviews and approves plans to conduct searches to fill job vacancies, both faculty and administrative. Within this reporting period, the

College's Office of Affirmative Action, Compliance and Diversity, approximately 63 campus searches have been completed.

- Oversees the College's recruitment plans to assure appropriate outreach to underrepresented groups.
- Oversees the College's campus search training and resource initiatives to ensure that there is appropriate outreach and participation by faculty, staff and student groups on campus searches.

#### Recruitment Operations

The University's Office of Recruitment and Diversity provides the following services to the College in support of outreach, goal attainment, and general compliance:

- Sends all job postings to State Workforce Agencies and Veteran's career centers
- Maintains consolidated advertising programs :
  - Distributes postings to a variety of internet job boards serving Veterans, Individuals with Disabilities, women, and underrepresented groups through a consortium arrangement with Direct Employers Association.
  - Maintains on- request social media accounts for posting difficult - to- fill positions through arrangements with LinkedIn and Twitter.
  - Advertises University- sponsored Civil Service examinations in a wide range of outlets.
- Publishes a detailed guide to compliant search practices that is made available to Search Committees and a technical guide for Chief Diversity Officers . A copy of the search committee guide is available by link at: [http://www.cuny.edu/about/administration/offices/ohrm/diversity/Recruitment/CUNYSearchCommitteeGuide1.2\\_04072014.pdf](http://www.cuny.edu/about/administration/offices/ohrm/diversity/Recruitment/CUNYSearchCommitteeGuide1.2_04072014.pdf)
- Provides a shared online site with resources on candidate sourcing (such as internet job board listings for outreach) and other recruitment issues.
- Provides education programs for managers and staff in Human Resources and Diversity on best practices in effective recruiting.

#### Recruitment and Selection Practices

Placement goals to eliminate underutilization are addressed through advertising and recruiting efforts that broaden the applicant pool, as well as other results - oriented campus initiatives.

Some of the general practices employed to help advance placement goals include:

- Required posting of open positions and of Civil Service Notices of Exam (NOE). Normally faculty vacancies are posted for 60 days and administrative vacancies are posting for 30 days.
  - Collection of all applications into a single system where pre-established screening practices relevant to the specific function may be applied.
  - A job application process where all candidates are invited to self-identify race/ethnicity, gender, veteran status, or disability status; information is kept confidentially and used to analyze the composition of applicant pools by vacancy and overall.
  - A committee recruiting process by which a diverse team evaluates candidates according to consistent criteria and job-related interview questions.
  - Educational materials for hiring managers and members of recruiting committees, including compliance guidelines such as prohibited questions. These materials can be found at <http://www.bcc.cuny.edu/Affirmative-Action/?p=AA-Campus-Searches>.
  - An annual survey of newly-appointed employees to identify potential areas of concern in how the College communicates with its candidates. In reviewing this data, the College and its administrators have found that the newly implemented employee on-boarding has been a welcomed addition to how candidates are welcomed to the College. For more information about the BCC/CUNY new hire on-boarding program and services, please visit <http://www1.cuny.edu/sites/onboard/campus/bcc/>
- Ongoing oversight by the Chief Diversity Officer including required review of Search Plans, certification of applicant pools, and review of search outcomes.

#### Targeted Outreach in Response to Underutilization

Included in the 2017-2018, Affirmative Action programs were various measures to empower search, selection and retention. These efforts include the following.

- Strengthening the recruitment and retention process by fostering broader education and awareness to each search committee.
- As a continuous effort, the Chief Diversity Officer has incorporated resource information and created a new training module to encourage search committees to review the University Search Committee Guide; and has hosted new Affirmative Action training sessions to instruct participants to review applicant packages on the CUNYFirst system since July 1, 2014.

The Chief Diversity Officer continues to meet with search committees and monitor the search procedures. The Chief Diversity Officer ensures that hiring managers are provided with:

- Well-qualified, knowledgeable and representative (diverse) search committees appointed for each campus search.
- Monitored communication with each Search committee;
- Search committees were of a manageable size; and finally,
- Campus searches were conducted and completed in a reasonable time frame with due process.

Upon request, the Chief Diversity Officer availed any recruitment updates and offer assistance/resources to the chairpersons of search committees. In the event of an identified lack of qualified applicants, the Chief Diversity Officer would avail all options to the hiring manager to review recruitment resources, re-advertise a job vacancy notice and/or re-open a campus search as an active measure to widen the applicant pool.

Search Committees receive an information packet at the beginning of the search process, outlining and providing required documents for conducting and completing a campus search. As of July 1, 2014, all physical information packets were automated and availed to search committees on the webpage for the Office of Affirmative Action, Compliance and Diversity. To review the resources available, please visit:

<http://www.bcc.cuny.edu/Affirmative-Action/?p=aa-Office-Forms>

The President and the Division of Academic and Student Success emphasize their focus on diverse faculty recruitment through discussions and meetings with the Department Chairpersons. The President and the Senior Vice President for the Division of Academic and Student Success are the final decision makers on faculty hiring; and the College continues this process whereby academic departments aim to present at least **3** or more viable finalists to the President and Senior Vice President for final interviews. The President and Vice President retain the authority to request that a campus search be re-opened to find more suitable candidates.

- Bronx Community College continues to publicize its commitment to supporting female and minority employees through various initiatives and programs that provide information, mentoring and support for females, new, untenured and adjunct faculty.

As part of the University's affirmative action program, procedures and services to assist campuses in recruitment have been developed. These include:

- The College Office of Human Resources disseminates (on a continuous basis) all required posting of open positions and of Civil Service Notices of Exam (NOE) to the campus community. The posting periods are executed as faculty vacancies within a 60-day period, and all administrative vacancies are posting within a 30-day period unless noted (for a lesser period) by the Chief Diversity Officer.
- The College Office of Human Resources will forward all of the University's job vacancies to the New York State Department of Labor (for posting with the Workforce Centers) as well as to a network of job boards which include job boards dedicated to Individuals with Disabilities, Veterans, Minorities, and Females, as instructed within all filed Recruitment Plans.
- As of January 1, 2016, the College Office of Human Resources implemented language on the employment page to address our commitment to the hiring Individuals with Disabilities.
- The College encourages all applicants to apply (through the CUNYFirst system) and collects all applications into a single system where pre-established screening practices relevant to the specific function may be applied.
- The College encourages all applicants to fill out a job application process where all candidates are invited to self-identify race/ethnicity, gender, veteran status, or disability status. This information is kept confidentially and used to analyze the composition of applicant pools by vacancy and overall.
- The Office of Affirmative Action, Compliance and Diversity continues to monitor all search committees participation in the committee recruiting process, by which a diverse team evaluates candidates according to consistent search committee guidelines and interview questions.
- The Office of Affirmative Action, Compliance and Diversity continues to provide educational materials for hiring managers and members of recruiting committees, including compliance guidelines (i.e., prohibited interview questions).
- The Office of Affirmative Action, Compliance and Diversity continues to have a shared web site with resources on candidate sourcing (such as internet job board listings for outreach) and other recruitment issues.
- Attending informational sessions and training provided at monthly meetings of the Council of Chief Diversity Officers (CCDO) and meetings of a University-wide Recruiting Network, which meets several times a year.



## IMPLEMENTATION OF 2018-2019 PROGRAMS

In this section, we affirm the College's placement goals and key initiatives for the coming year.

### Exhibit: Planned Campus Programs, 2018-2019

<b>Program</b>	<b>Expected Impact</b>
Work collaboratively with Human Resources and academic and staff departments to increase outreach and recruitment to underutilized groups.	Under the direction of our new Executive Director of HR, we plan to work more closely to continue decreasing underutilization and meet diversity targets.
Work with newly re-formed COACHE taskforce to review status of recommendations of previous taskforce and create a plan to meet remaining recommendations. that worked over the last year to address issues in the areas of	To improve processes around Hiring and Retention, and Promotion and Tenure, campus climate, and to continue to foster a diverse and inclusive environment.
Work collaboratively with administrations, faculty, and staff to meet SPARC and E-SPARC training requirement initiatives.	To provide additional educational and professional development opportunities for faculty, and staff and provide students with necessary information, resources and training related to the CUNY Policy on Sexual Misconduct.

## ONGOING ACTIVITIES IN SUPPORT OF AFFIRMATIVE ACTION

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

- Sends job postings to State Workforce Agencies and Veterans' career centers
- Maintains consolidated advertising programs, including job boards serving Veterans, Individuals with Disabilities, women, and protected minority groups
- Maintains social media accounts for recruitment and employment branding
- Advertises and administers Civil Service examinations
- Publishes guides and training materials on effective and compliant search practices

- Publishes an annual notice of non-discrimination in the New York Times
- Provides training and ongoing updates to Chief Diversity Officers.

Recruitment policies support developing diverse applicant pools through:

- Required posting of open positions and of Civil Service Notices of Exam; typical faculty vacancies are posted for 30-60 days and administrative vacancies are posted for 14-30 days
- Collection of all applications into a single automated system where pre-established screening practices relevant to the specific function may be applied
- A job application process where all candidates are automatically invited to self-identify race/ethnicity, gender, veteran status, or disability status; information is kept confidentially and used to analyze the composition of applicant pools
- A committee recruiting process by which a diverse team evaluates candidates according to consistent criteria and job-related interview questions
- An annual survey of newly appointed employees to identify potential areas of concern in how the College communicates with its candidates.

The Chief Diversity Officer posts and distributes notices of non-discrimination policies, changes in regulations, and similar compliance information, and makes the Affirmative Action Plan available for public inspection. She also integrates compliance information into training programs for faculty, students, and staff.

The College has established training programs for managers and staff on equal employment opportunity, affirmative action and College policy. These programs have included:

Training Name	Date/Time	Location	Number of Participants
Administrative Council	March 23, 2018	RBSC 211	29 participants
CUNY Policy on Sexual Misconduct Employee Training	June 20, 2018	RBSC310	2 participants
Title IX Training for Accounting Scholars Development Program Chaperones	June 28, 2018	Language Hall, 31	3 participants

First Year Seminar Student Title IX trainings	21 training sessions conducted in reporting period	Various	291 students participants total
---	---	---------	------------------------------------

**INTERNAL AUDIT AND REPORTING**

The Chief Diversity Officer posts and distributes notices of non-discrimination policies, changes in regulations, and similar compliance information, and makes the Affirmative Action Plan available for public inspection. He/she also integrates compliance information into training programs for faculty, students, and staff.

The Chief Diversity Officer is responsible for audits and reviews of the effectiveness of College programs. This includes:

- Monitoring records of personnel activities, including new hires, transfers, promotions, and terminations
- Monitoring the status of employee self-identification programs
- Reviewing the effectiveness of recruiting outreach and advertising
- Monitoring complaints or incident reports which may indicate underlying trends
- Reviewing personnel activities and the Affirmative Action Plan with senior level officers
- Advising management of program effectiveness and provide recommendations for improvement.

The College maintains employment records in the central CUNYFirst system used to provide the data underlying Affirmative Action Plans. The Chief Diversity Officer works with Human Resources staff to assure College records are complete, accurate, and timely. Data quality is audited further by the University periodically throughout the year.

The University reports statistics and diversity metrics to the University Community and the CUNY Board of Trustees on a quarterly basis.

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

---

Federal regulations mandate that Affirmative Action plans be prepared to address the hiring and advancement of Individuals with Disabilities and Veterans. The topics covered in Part Four are similar to those covered in the other sections except that we analyze data in a simpler format and make comparisons based on federally-recommended benchmarks.

The sections of Part Four are mandated by regulation. They are:

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

## EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY

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

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

*It is also The University’s policy to provide reasonable accommodations to applicants, employees and other persons on the basis of disability, religious practices, pregnancy or childbirth-related medical conditions, or status as victims of domestic violence/stalking/sex offenses.*

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

The City University of New York, located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of The University. Further details on University policies are available at: [Click for CUNY's Policies.](#)

## REVIEW OF PERSONNEL PROCESSES

Our goal is to ensure all personnel activities are consistent with the goal of providing equal employment opportunity for employees and applicants who are Individuals with Disabilities and/or Protected Veterans. To that end, we periodically review our personnel processes for potential barriers to employment, training, and promotion.

The College’s personnel processes do not stereotype Individuals with Disabilities or Protected Veterans or otherwise limits their access to jobs for which they are qualified; further, the College strives to include Individuals with Disabilities and Veterans in media such as college publications and websites.

We invite employees to self-identify through an online system available in CUNY's Employee Self-Service Portal. We invite applicants to self-identify through CUNY's online recruiting system with each application. The University maintains this data in its system of record with appropriate security measures for confidentiality of individual information. As was described in Part Two, the College conducted a self-identification campaign in 2018.

## **REVIEW OF PHYSICAL AND MENTAL QUALIFICATIONS**

Our goal is to ensure that all physical and mental qualifications and requirements are job-related and consistent with business necessity and safe performance of the job. We periodically review the College's physical and mental qualifications and requirements as they relate to employment, training, and promotion.

We will repeat a review of a given position when there is a change in working conditions that may influence the job's physical or mental requirements. Examples may include new work requirements or new equipment. As new job qualifications are established, the College will review them to ensure that they would not screen out qualified Individuals with Disabilities or Protected Veterans. To the extent that such a situation might occur, the College takes steps to ensure the requirements are essential functions of these particular jobs.

The University's Civil Service unit reviews job requirements for potential issues at prior to issuing revised Civil Service specifications. The University also provides a checklist for planning a recruiting effort that includes a sign-off on a review of job qualifications.

## **REASONABLE ACCOMMODATIONS**

The College provides reasonable accommodations to physical and mental limitations of applicants and employees who are Individuals with Disabilities or Disabled Veterans. As per *CUNY Procedures for Implementing Reasonable Accommodation and Academic Adjustments*, the Human Resources Director is responsible for responding to requests by applicants for employment, current employees and visitors. Anyone may request an accommodation by contacting the Human Resources Office.

The College contact for accommodation requests is:

Name: Marta Clark

Title: Executive Director of Human Resources

Phone: 718-289-5113

Email: [marta.clark@bcc.cuny.edu](mailto:marta.clark@bcc.cuny.edu)

*CUNY Procedures for Implementing Reasonable Accommodation and Academic Adjustments* is available on CUNY's website.

[Click for CUNY's Policies](#)

[\(http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html\)](http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html).

Applicants for employment may request accommodations to physical and mental limitations during the recruiting and interviewing process. The procedure is provided on the Employment Page of the CUNY Website and <http://www.bcc.cuny.edu/faculty-staff/affirmative-action-compliance-diversity/policies-forms/>. The text of the statement is as follows:

Any applicant who requires an accommodation for a disability in order to apply for a position or proceed with the job search process should contact the Human Resources office at the College posting the position (list at [www.cuny.edu/employment/campus-hr.html](http://www.cuny.edu/employment/campus-hr.html)) or contact the Office of Recruitment and Diversity at [jobs@cuny.edu](mailto:jobs@cuny.edu) or at 395 Hudson St., New York, NY 10014.

As per University policy, the College also provides reasonable accommodations to individuals based on a disability; pregnancy, childbirth, or a medical condition related to pregnancy or childbirth; religious practices and status as a victim of domestic violence, sex offense or stalking.

Due to changes in leadership and several key positions in Human Resources, the department was unable to provide information regarding reasonable accommodations request in the reporting year. The Director has now taken this function over. The College upgraded campus facilities as listed in *College Landscape* in Section I. above

## **HARASSMENT PREVENTION PROCEDURES**

The University has developed procedures to ensure that Individuals with Disabilities or Protected Veterans are not harassed. (See above, *Policy Statements on Equal Employment Opportunity*). The 504/A.D.A. Coordinator, Jessenia Paoli, administers efforts to ensure access and non-discrimination for Individuals with Disabilities.

## **EXTERNAL DISSEMINATION OF POLICY**

Each job vacancy announcement has a summary of CUNY's policy.

The University also posts its Non-Discrimination Policy on its employment website ([Click for CUNY's Employment Page \(www.cuny.edu/employment.html\)](http://www.cuny.edu/employment.html)) and advertises the policy annually in the New York Times newspaper.

The University Office of Labor Relations provides an annual notice of our policies to labor unions.

The College sends written notice of the Affirmative Action Policy to all subcontractors, vendors, and suppliers requesting their compliance with our policy.

## OUTREACH AND POSITIVE RECRUITING

### Summary of Prior Year Outreach Efforts

In the last Plan Year, the College undertook the following targeted efforts for outreach to Veterans and Individuals with Disabilities:

Program / Effort	Impact/Discussion
<ul style="list-style-type: none"> <li>• Recruiter/Military Q&amp;A (Held every Monday of the Fall/Spring Semester)</li> <li>• ROTC CUNY Q&amp;A (Held 3/22/2018)</li> <li>• New Student Orientation (Held 11/9/2018)</li> </ul>	Provide Veteran students population with important information regarding policies and resources available to them.
<ul style="list-style-type: none"> <li>• Flag Raising Ceremony (Held 11/1/2017)</li> <li>• Veterans Field Day (Held 11/2/2017)</li> </ul>	Increase Campus Awareness of veteran student population as well as student engagement.

### Planned Outreach for 2018-2019

The College Plans to initiate the following new activities over the next Plan Year:

Program / Effort	Goals/Expected Impact
Work more closely with the Manager of Disability Services and the Coordinator for The Office of Veteran and Military Resources to increase faculty, staff, and student programming related to Veterans and Individuals with Disabilities.	To increase student programming, professional development opportunities, improve campus climate, and continue to foster a diverse and inclusive environment.
Work with Human Resources to increase outreach related to job opportunities for Veterans and	To increase information provided related to resources, services, and opportunities for this community.



<b>Program / Effort</b>	<b>Goals/Expected Impact</b>
Individuals with Disabilities who are members of the campus community.	

In addition, general, ongoing efforts to disseminate the *CUNY Policy on Non-Discrimination* and conduct outreach and positive recruitment include the following:

- Disseminating information concerning employment opportunities to media that reach Disabled Veterans, other Protected Veterans, and Individuals with Disabilities.
- Advertising job openings with a variety of external resources, including required reporting to the New York State Labor Department and related agencies
- Filing the federal VETS-4212 report annually
- Veterans who received a passing score on a competitive Civil Service examination may apply for additional points to be added to their score based on Veteran or Disabled Veteran Status as defined by New York State statute.
- The University may appoint qualified disabled individuals to classified competitive Civil Service titles without an examination.

## **INTERNAL DISSEMINATION OF POLICY**

To foster positive support for the Affirmative Action Program for Protected Veterans and Individuals with Disabilities, the College has implemented the following measures:

- Including policies in the manuals and other in-house publications
- Meeting with senior staff and other supervisors to explain the intent of the policy and individual responsibility for effective implementation
- Scheduling training sessions for employees involved in recruitment, selection, and promotion decision-making
- Discussing policies thoroughly in both employee orientation and management – training programs
- Including articles on accomplishments of Disabled Veterans, other Veterans, and Individuals with Disabilities in College publications
- Posting the *CUNY Procedures for Implementing Reasonable Accommodation and Academic Adjustments* on College bulletin boards, along with the *CUNY Policy on Non-Discrimination* (which also covers protection from harassment on the basis of disability)
- Featuring persons who are Individuals with Disabilities in handbooks or similar publications

## **RESPONSIBILITY FOR IMPLEMENTATION**

As part of its efforts to ensure equal employment opportunity to Disabled Veterans, other Veterans, and Individuals with Disabilities, the College has designated specific responsibilities to various staff.

## The President

The President, Dr. Thomas Isekenegbe oversees Affirmative Action and compliance programs. He/she appoints the 504/A.D.A. Coordinator to oversee College compliance activities and provides management support and resources to manage the implementation of Affirmative Action and compliance programs. Issues uncovered in self-audits or reviews are ultimately reported to the President who oversees implementation of appropriate responses.

## 504/A.D.A Coordinator

The President assigned the duties of the 504/A.D.A. Coordinator to Jessenia Paoli. Their responsibilities include:

Chairing the 504/A.D.A. Committee

Monitoring the college for 504/A.D.A. compliance

Resolving issues before they become potential grievances; considering appeals and disputed accommodation decisions

Maintaining information on accommodations requested and provided

Ensuring pertinent records are stored securely and confidentiality is maintained

Providing training as needed on issues related to Individuals with Disabilities.

## 504/A.D.A. Committee

The 504/A.D.A. Committee advises the Coordinator. It is comprised of representatives from various divisions, departments, and programs, including Individuals with Disabilities. Members are:

Name (Last/First)	Committee Role	Contract Title	Office/Department	Contact Info.
Paoli, Jessenia	Coordinator	Chief Diversity Officer	Office of Affirmative Action, Compliance and Diversity	(718) 289-5100, ext. 3494
Maria Pantoja	Member	Manager	Office of Student disAbility Services	(718) 289-5100, ext. 5880
				(718) 289-

<b>Name (Last/First)</b>	<b>Committee Role</b>	<b>Contract Title</b>	<b>Office/Department</b>	<b>Contact Info.</b>
[Vacant]	Member	Assistant Director	Office of Human Resources	5100, ext. 5119
Torres, Alexandria	Member	Sergeant (DV Liaison)	Office of Public Safety	(718) 289-5100, ext. 3730
Taylor, David	Member	Assistant Vice President of Administrative Affairs	Division of Administration and Finance	(718) 289-5100, ext. 5598
Auchincloss, Robin** (to confirm appointment on or after January 1, 2019)	Proposed Member	Director	Office of Campus and Facilities Planning	(718) 289-5100, ext. 5122
Lopez, Manny** (to confirm appointment on or after January 1, 2019)	Proposed Member	Associate Dean, Student Development	Division of Academic and Student Success	(718) 289-5100, ext. 5962
Ronnie Hector** (to confirm appointment on or after January 1, 2019)	Proposed Member	Executive Director	Bronx Educational Opportunity Center (EOC)	N/A

## College Officials

College officials assume certain responsibilities to assure compliance with regulations, including working with the Office of Human Resources to identify and fund reasonable accommodations.

## University Management

The University's Office of Recruitment and Diversity reports summary statistics to senior management on a quarterly basis. These reports include both university-wide and college-specific data. The University posts these reports online at:

[Click here for University Resources:](http://www2.cuny.edu/about/administration/offices/hr/recruitment-diversity/)  
<http://www2.cuny.edu/about/administration/offices/hr/recruitment-diversity/>

## TRAINING

Employees involved with the recruitment, selection, promotion, disciplinary actions, training, and related processes of 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.

- In this plan reporting year the Chief Diversity Officer attended the following trainings/professional development opportunities:
  - CUNY-sponsored Title IX trainings;
  - CUNY-sponsored SPARC Trainings
  - CUNY-sponsored orientation for new CDOs, HR Directors and Labor Designees
  - Throughout the month of July and August 2018, the Chief Diversity Officer attended participated in conference calls offered by the Office of Recruitment and Diversity related to the Affirmative Action Plan;
  - Domestic Violence training hosted at Columbia University;
  - CUNY Faculty Diversity and Inclusion Speaker Series;

## AUDIT AND REPORTING SYSTEM

The 504/A.D.A. Coordinator is responsible for the College's audit and reporting system to monitor the College's overall programs in support of Individuals with Disabilities, measuring the degree to which the College is meeting its objectives and identifying the need for remedial action. The Coordinator also determines whether there are any undue hurdles for both Individuals with Disabilities and Protected Veterans in gaining access to college programs and activities of all kinds.

The Chief Diversity Officer is responsible for monitoring recruitment outreach, as well as claims of discrimination related to status as a Veteran or Individual with a Disability. The CDO audits the effectiveness of outreach and Affirmative Action programs as part of the Affirmative Action Plan process.

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

## BENCHMARK COMPARISONS

The federal guideline for utilization of Individuals with Disabilities is 7.0%.

**Appendix H** details the utilization of Individuals with Disabilities by Job Group. There is no guideline for utilization of Veterans.

In March 2018, the federal benchmark Hiring Rate for Veterans was set at 6.4%. The exhibit on the next page illustrates College hiring rates for Veterans. While we calculated a Hiring Rate for Individuals with Disabilities, there is no recommended benchmark.

We monitor recruitment, application and appointment processes to assure representation of Protected Veterans and Individuals with Disabilities.

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

### Veterans Hiring Benchmark

The benchmark Hiring Rate is 6.4% as established in March 2018 by the U.S. Department of Labor.

Factor	2017-2018	2016-2017	2015-2016
A. Number of applicants who self-identified as Veterans before an offer of employment is made	145	110	
B. Total number of job openings	173	182	
C. Total number of jobs filled	68	45	
D. Total number of applicants for all jobs	7623	5947	
E. Number of Veteran applicants hired	-	-	
F. Total number of applicants hired	68	45	
<b>Hiring Rate (E divided by F)</b>	0	0	
<b>Was Benchmark Met? (Yes/No)</b>			

### Hiring Rate, Individuals with Disabilities

There currently is no benchmark rate for Individuals with Disabilities.

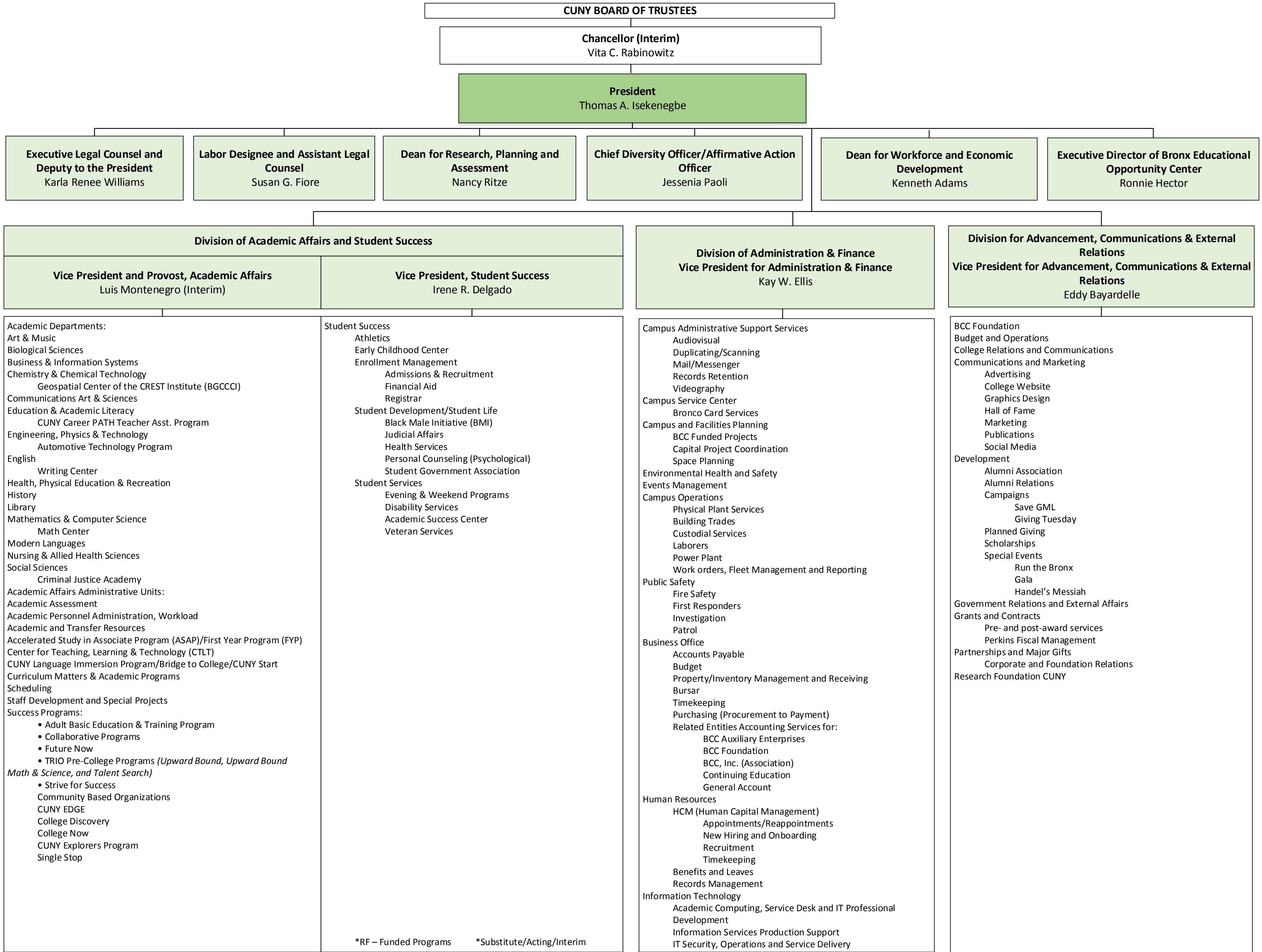
Factor	2017-2018	2016-2017	2015-2016
A. Number of applicants who self-identify as Individuals with Disabilities before an offer of employment is made	294	224	
B. Total number of job openings	173	182	
C. Total number of jobs filled	68	48	
D. Total number of applicants for all jobs	7623	5947	
E. Number of Individuals with Disabilities hired	2	6	
F. Total number of applicants hired	68	45	
<b>Hiring Rate (E Divided by F)</b>			

# APPENDICES

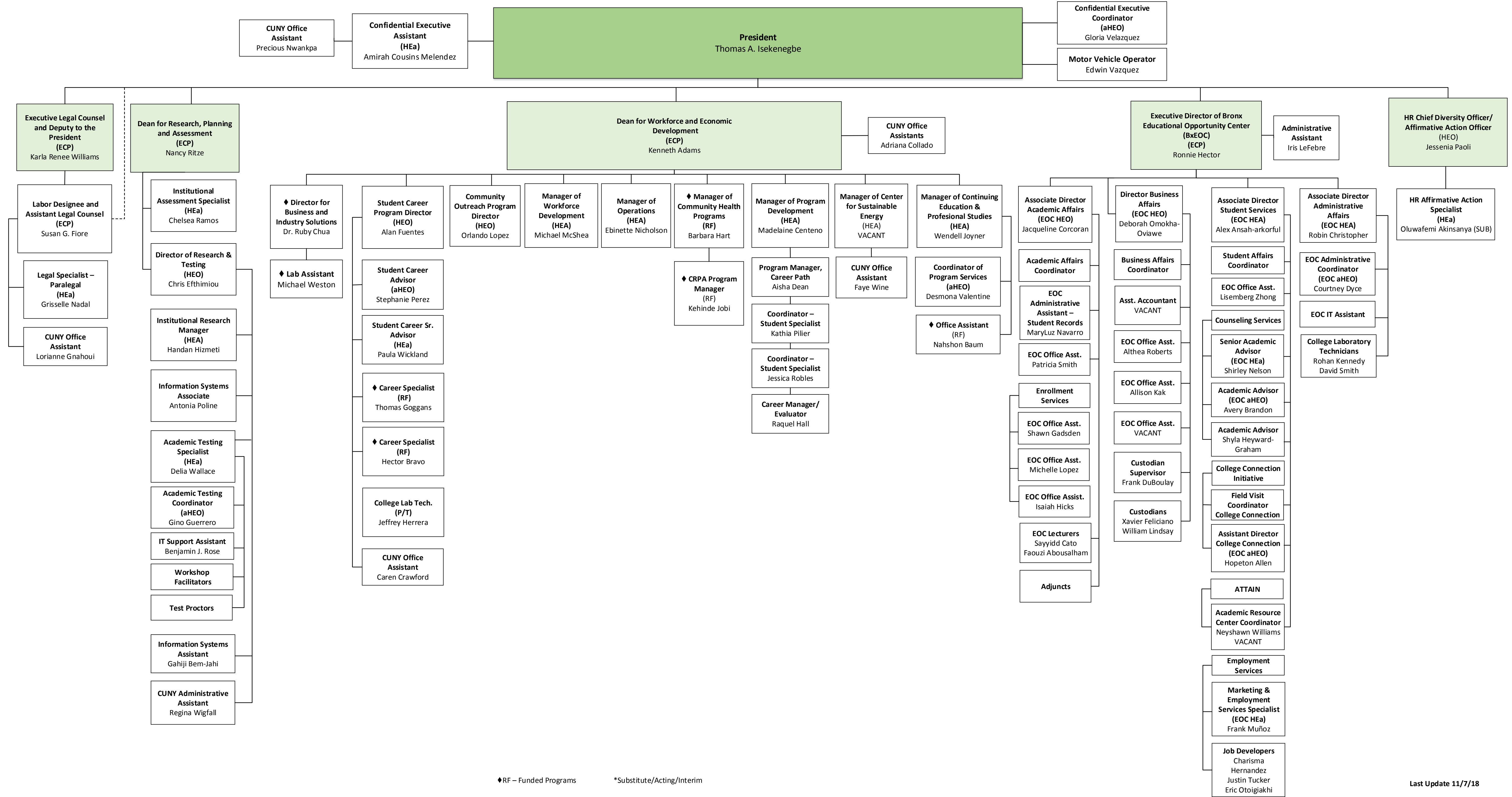
---

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



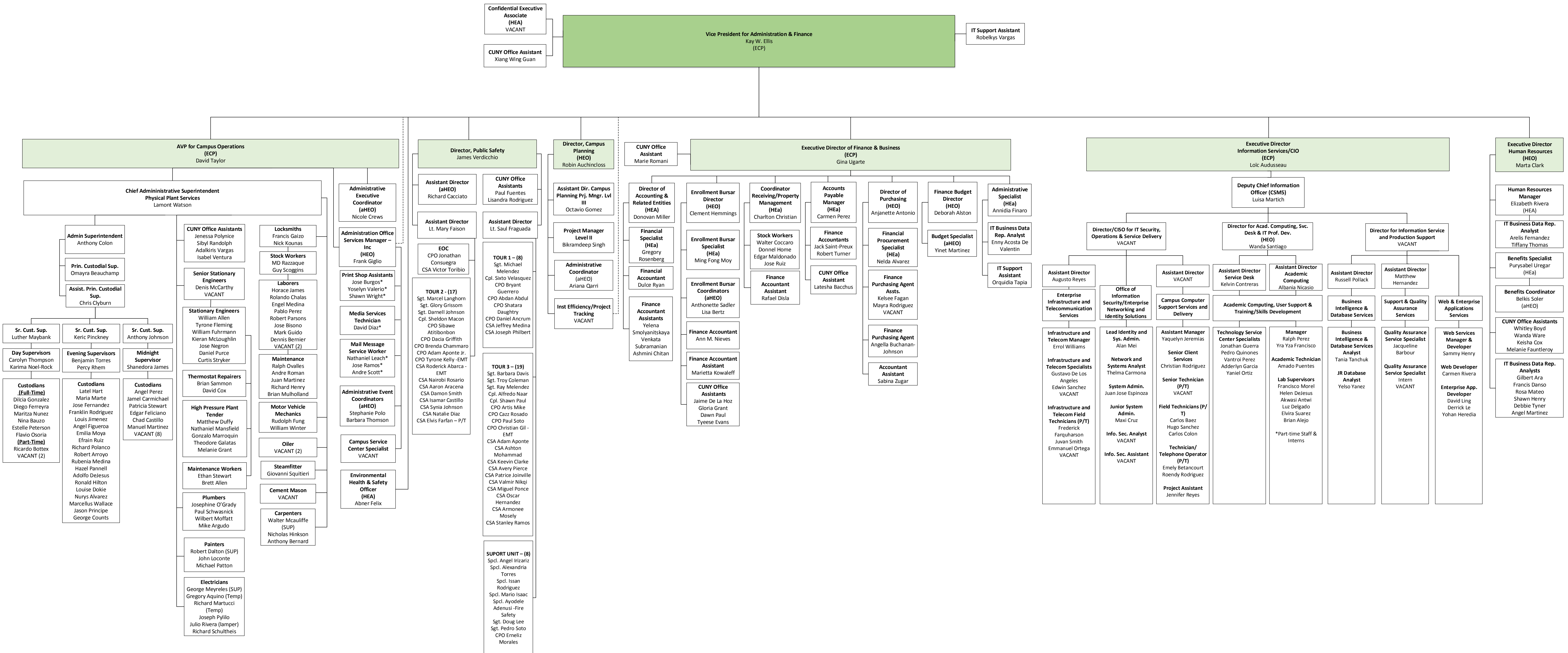


**BRONX COMMUNITY COLLEGE  
PRESIDENT'S OFFICE  
ORGANIZATIONAL CHART**



◆RF - Funded Programs      \*Substitute/Acting/Interim

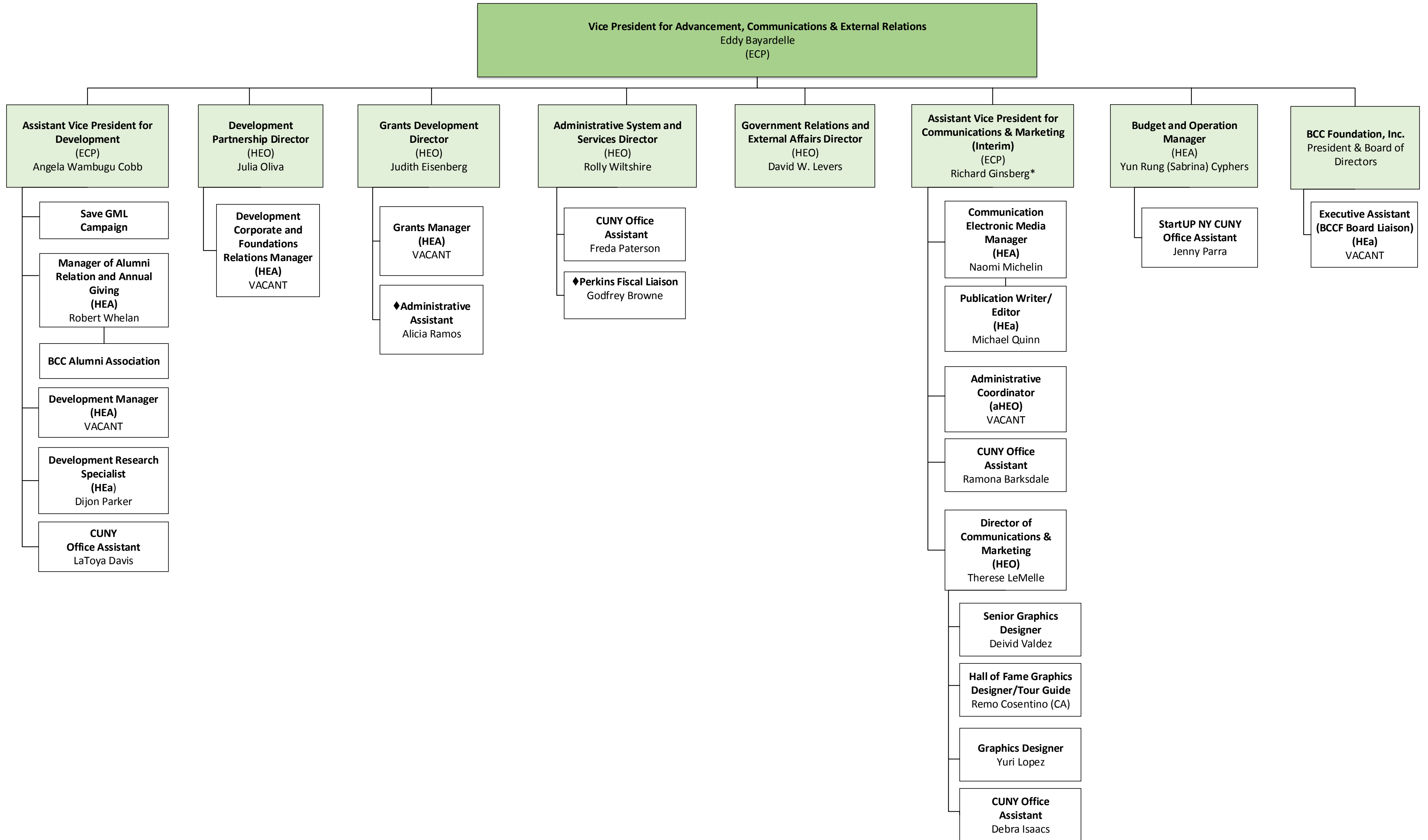
Division of Administration & Finance  
ORGANIZATIONAL CHART



\*Substitute/Acting/Interim ♦RF - Funded Programs



**Division for Advancement, Communication  
& External Relations**  
Organizational Chart



◆RF – Funded Programs

\*Substitute/Acting/Interim

## MEMORANDUM

DATE: JANUARY 9, 2017  
TO: ALL STUDENTS, FACULTY AND STAFF  
FROM: THOMAS A. ISEKENEGBE, PH.D., PRESIDENT  
RE: AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

---

Bronx Community College (BCC) follows the laws and mandates of the federal government. This specific document refers to Executive Order 11246, as amended. As President, I affirm my commitment to Affirmative Action and Equal Employment Opportunity (EEO) in promoting educational programs and personnel practices.

As part of The City University of New York (CUNY), BCC supports a policy of non-discrimination and Affirmative Action. A copy of the updated policy may be found here: [CUNY Policy on Equal Opportunity and Non-Discrimination](#)

We commit to providing educational opportunities for the historically disadvantaged as a means of facilitating their access to a broad range of educational and/or employment opportunities. While EEO requires non-discrimination, Affirmative Action is the dynamic component carrying with it the concept of positive, emphatic, and energetic efforts to actively advance equal employment to all. To this end, BCC will recruit, employ, retain and promote employees without regard to race, color, national or ethnic origin, religion, age, sex (gender), sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, prior record of arrest and/or conviction (under certain circumstances), veteran status, marital status, legally registered domestic partnership status, and/or victim of domestic violence. Sexual harassment is considered a form of gender discrimination and is strictly prohibited. This College policy is in the following federal, state, and local laws that pertain to non-discrimination and Affirmative Action.

- *Sections 503 and 504 of the Rehabilitation Act of 1973;*
- *Section 132b of the Immigration and Nationality Act (INA);*
- *Titles VI and VII of the Civil Rights Act of 1964;*
- *Title IX of the Educational Amendment of 1972; Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended;*
- *Equal Pay Act of 1963 (EPA);*
- *New York State Human Rights Law; and*
- *New York City Human Rights Law.*

Protected classes as delineated in Executive Order 11246 are: American Indian/Alaskan Native, Asian/Pacific Islander, Black, Hispanic, and Women. On December 9, 1976, the Chancellor of CUNY expanded this provision to include Italian/Italian-American as a protected class. In 2006, the US Office of Management and Budget further expanded these protected classes to include two or more races (not Hispanic or Latino), and replaced Asian/Pacific Islander with Asian (not Hispanic or Latino) and Native Hawaiian (not Hispanic or Latino). "Black" was renamed Black or African-American (not Hispanic or Latino), and "Hispanic" was renamed Hispanic or Latino.

If you wish to file a discrimination complaint with an external civil rights enforcement agency, you may contact:

**U.S. Department of Education, Office for Civil Rights**  
<http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

**U.S. Equal Employment Opportunity Commission**  
[https://www.eeoc.gov/federal/fed\\_employees/filing\\_complaint.cfm](https://www.eeoc.gov/federal/fed_employees/filing_complaint.cfm)

**New York State Division of Human Rights**  
<http://www.dhr.ny.gov/how-file-complaint>

**New York City Commission on Human Rights**  
<http://www.nyc.gov/html/cchr/html/complaint/filing-complaint.shtml>

I avow that women and/or members of underrepresented groups will continue to have full opportunities for employment and advancement at BCC. You can help by serving on search committees and seeking qualified and diverse candidates. Your participation is important in advancing our Affirmative Action goals. If you are interested in serving voluntarily on a campus search, please contact the OAACD<sup>1</sup> with your name, contact information, and department. You will be placed on the campus search registry available to hiring managers when seeking participants to serve on campus searches.

The entire college community should understand and be knowledgeable about the Affirmative Action/EEO Programs. Please review the annual Affirmative Action Plan and participate in carrying out its goals. The OAACD will continue to work with all members of the campus community to ensure our compliance with these policies and laws. You can contact the CDO for an electronic copy of the policies listed above. In addition, CUNY and BCC have implemented discrimination complaint procedures to ensure that any allegations of discrimination and/or harassment are fully and fairly evaluated. Should you need more information on these complaint procedures, please contact the OAACD.

**DISCLOSURES:**

- 1) BCC's non-discrimination policy on the basis of disability is in conformity with the requirements and provisions of the Rehabilitation Act of 1973, as amended, and it's implementing regulations.
- 2) The College's policies and practices are in compliance with the Americans with Disabilities Act (ADA), effective July 26, 1992. This non-discrimination policy applies to employment by the College and admission to, and treatment in, the programs of the College.
- 3) In accordance with the requirements of Title IX of the Education Amendments of 1972 and the corresponding federal regulations, BCC enforces a policy prohibiting gender-based discrimination in the operation of the College's educational programs and activities. It is the stated policy of CUNY and BCC to prohibit harassment of employees and/or students on the basis of gender. Each year, the College implements a campus-wide sexual harassment education program and that effort will

---

<sup>1</sup> Policy implementation is monitored by the Office of Affirmative Action, Compliance, and Diversity (OAACD). Within that office, Jesenia Minier-Delgado currently serves in a number of roles including: (1) Chief Diversity Officer, (2) Americans with Disabilities Act (ADA)/504 Coordinator, (3) Coordinator for Title IX and for the Age Discrimination in Employment Act (ADEA), and (4) Sexual Harassment Investigations and Education Coordinator (all of the above herein referred to as the "CDO"). The CDO is responsible for monitoring and implementing related programs and ensuring compliance on campus. As she is currently on leave, Susan Fiore is acting as Interim CDO. She can be reached at [susan.fiore@bcc.cuny.edu](mailto:susan.fiore@bcc.cuny.edu). If there are any questions about the yearly filed Affirmative Action Plans, discrimination complaint procedures, please contact the CDO at (718) 289-5100, ext. 3494, or [OAACD@bcc.cuny.edu](mailto:OAACD@bcc.cuny.edu). The Office of OAACD is located in Language Hall, Room 31.

continue during this academic year. Regularly, we will continue to offer and notify the campus of the live or online Title IX training opportunities.

- 4) BCC is in compliance with the Age Employment in Discrimination Act of 1967 (ADEA), which prohibits age discrimination in federally-assisted programs. We have made significant progress towards diversity, which provides many positive benefits for all faculty, staff, and students regardless of their ethnicity or cultural background. BCC will continue to support the spirit and goals of the EEO and require that administration, students, faculty, and staff be familiar with these regulations to assure compliance in their respective areas of responsibility.

As always, thank you for contributing to the creation of an inclusive and diverse campus community.

Thomas A. Isekenegbe, Ph.D.



## APPENDIX C - JOB GROUPS / LABOR MARKET AVAILABILITY FACTORS

### Bronx CC

This report lists those CUNY job groups for which the college has employees. Groups with fewer than five employees are listed here but will not be included in Utilization Analysis worksheets. Titles added to CUNY's job system in the past year are listed at the end of this Appendix.

Individuals in the Chief Executive role are not included in this report.

Labor Market Availability factors (LMA) are listed for each group. LMA Factor 1 is an external Labor Market measure. LMA Factor 2 is an internal factor (i.e., employee eligible for promotion into the group).

Full Time Employee Count: 965

**Category: Executive/Administrative/Managerial**

**Administration 1 (Executive)**

Employee Count: 21

Executive Compensation Plan (Other Than Chief Executive)

Executive Compensation Plan; Chief Executives (Presidents, Deans of Major Schools) are excluded

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	40.00%	Earned Degrees Conferred (EDC) US - Ph.D., M.A., B.A., 2013-14
2-Internal	60.00%	Promotable, Transferable, Trainable employees within contractors organization. - CUNY Survey - selected titles, service requirement and criteria -Source Spring 2013.

Title(s)	Employee(s)
Administrator	3
Assc Administrator	1
Assc Dean	3
Asst Administrator	2
Asst Dean	1
Asst Vice President	3
Dean	4
Sr Vice President	1
Vice President	3

**Administration 2 (Manager)**

Employee Count: 66

Manager-Level Administrators

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	40.00%	Earned Degrees Conferred (ECD) 4-State (NY/NJ/CT/PA); B.A., 2013-2014
2-Internal	60.00%	Promotable, Transferable, Trainable employees within contractors organization. - CUNY Survey - selected titles, service requirement and criteria -Source Spring 2014.

Title(s)	Employee(s)
EOC HE Associate	2
EOC HE Officer	2
HE Associate	32
HE Officer	30

**Category: Executive/Administrative/Managerial**

**Facility Manager**

Employee Count: 2

Facility Superintendents (Managerial)

In 2017, combined Admin Superintendent and Chief Admin Superintendent groups.

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), First Line Supervisor/Managers of Housekeeping and Janitorial Workers (4200)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Admin Supt Builds Grds	1
Chief Admin Supt - Competitive	1

**IT Computer Manager**

Employee Count: 4

Information Technology Managers (Managerial)

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Computer and Information Systems Managers (1110)
2-Internal	0.00%	NA

Title(s)	Employee(s)
IT Computer Systems Mgr	4

**Security Manager**

Employee Count: 3

Campus Security Managers (Managerial)

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) - Residence Geography, New York City - Police and Sheriffs Patrol Officer (3850)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Campus Security Asst Dir	2
Campus Security Dir	1

**Category: Professional Faculty**

**Faculty-Developmental**

Employee Count: 20

Development Program Faculty; i.e., faculty primarily teaching basic skills and related non-credit bearing programs. In 2017, added to accommodate new CUNY START and CUNY CLIP program faculty and related programs.

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	Earned Degrees Conferred B.A. 2013-14, 4-State (NY/NJ/CT/PA) weighted at 50% and US Non-4-State weighted at 50% in all fields
2-Internal	0.00%	NA

Title(s)	Employee(s)
CLIP Instructor	10
CUNY Start Instructor	8
EOC Lecturer	2

**Faculty-Instructor**

Employee Count: 2

Instructor Faculty, excluding Instructor Librarians. Instructors are term-limited faculty whose positions convert to Assistant Professor upon completion of a doctorate within five years. For utilization analysis in the Federal Plan, reviewed by academic discipline or program within job group.

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	Earned Degrees Conferred M.A. 2013-2014, 4-State (NY/NJ/CT/PA)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Instructor	2

**Faculty-Lecturer**

Employee Count: 55

Lecturer Faculty, excluding Lecturer Librarians. Lecturers are eligible for a certificate of continuous employment but not tenure. The minimum qualification for Lecturer is a Bachelor's degree in a discipline related to the subject being taught. For utilization analysis in the Federal Plan, reviewed by academic discipline or program within job group.

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	Earned Degrees Conferred B.A. 2013-14, 4-State (NY/NJ/CT/PA) weighted at 50% and US Non-4-State weighted at 50% in all fields
2-Internal	0.00%	NA

Title(s)	Employee(s)
Lecturer	54
Lecturer Doct Sch	1

**Category: Professional Faculty**

**Faculty-Professorial**

Employee Count: 268

Professorial Faculty and Librarians (includes Instructor Librarians and Lecturer Librarians). Tenure-eligible faculty for whom a terminal degree is a minimum qualification. Graduate Center faculty are evaluated against a more experienced cohort.

For utilization analysis in the Federal Plan, reviewed by academic discipline or program within job group.

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	With the exception of the Graduate Center: Earned Degrees Conferred Ph.D. 2013-14, 4-State (NY/NJ/CT/PA) weighted at 20% and US Non-4-State weighted at 80% in all fields. For Library, availability calculation blends Master's and Doctorate degrees weighted as 50% 4-State and 50% US Non-4-State.
2-Internal	100.00%	Graduate Center Only: recipients of new research doctorates in relevant fields awarded by 406 U.S. universities 7/1/1999 - 6/30/2000 using the 2000 Survey of Earned Doctorates (SED), an annual census.

Title(s)	Employee(s)
Assc Professor	68
Asst Professor	113
Instructor	3
Lecturer	1
Professor	83

**Category: Professional Non-Faculty**

**Accountant**

Employee Count: 4

Accountants (Professionals)

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only
2-Internal	100.00%	CUNY Survey Fall 2013, Permanent College Accounting Assistants. On September 19, 2013 College Accounting Assistants received an opportunity for promotion based on service and educational qualifications.

Title(s)	Employee(s)
Finance Accountant	4

**Administration 3 (Professional)**

Employee Count: 141

Administrators (Professionals)

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	70.00%	Earned Degrees Conferred (ECD) 4-State (NY/NJ/CT/PA); B.A., 2013-2014
2-Internal	30.00%	Promotable, Transferable, Trainable employees within contractors organization. - CUNY Survey - selected titles, service requirement and criteria -Source Spring 2014.

Title(s)	Employee(s)
Asst to HEO	48
EOC Assistant to HEO	9
EOC HE Assistant	3
HE Assistant	81

**Administration 5 (Engineer-Architect)**

Employee Count: 2

Engineers and Architects and related professional staff

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 American Community Survey (ACS) for NY State only; Engineering Managers (300) and Architects, Except Naval (1300)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Project Mgr	2

**Category: Professional Non-Faculty**

**Disability Accommod. Spec**

Employee Count: 1

Disability Accommodation Specialists

**Labor Market Availability Factors**

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

Title(s)	Employee(s)
Disability Accommodations Spec	1

**IT Computer Professional**

Employee Count: 29

Information Technology Professionals

In 2017, split from IT Technicians and moved to Professionals' group

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Computer Scientist Systems Analyst (1000); Computer Programmer (1010); Computer Software Engineers (1020); Database Administrator (1060); Network Systems & Data Communication Analysts (1110); Computer Hardware Engineers (1400); Computer Operators (5800); and Computer Control Programmers and Operators (7900)
2-Internal	0.00%	NA

Title(s)	Employee(s)
IT Associate	6
IT Asst	12
IT Bus Data Rep Analyst	9
IT Sr Associate	2

**Category: Administrative Support Workers**

**Accountant Assistant**

Employee Count: 9

Accounting Support Staff

In 2017, incorporated new CUNY Payroll Clerk title

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS)-NY/NJ/CT/PA, Accountants and Auditors (code 800) and Purchasing Managers (150)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Asst Purchasing Agent	2
EOC Accounting Assistant	1
Finance Accountant Asst	6

**Administrative Assistant**

Employee Count: 14

Administrative Support Staff-Senior Level

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only
2-Internal	100.00%	CUNY Survey Spring 2011 - CUNY Administrative Assistant title is strictly promotional from the Permanent CUNY Office Assistant (level 3 or above).

Title(s)	Employee(s)
CUNY Admin Asst	12
EOC Admin Asst	2

**Mail Services Worker**

Employee Count: 2

Mail Services Workers

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Mail Clerks/Mail Machine Operators, Except Postal Service (5850)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Mail Message Svcs Worker	2



**Category: Administrative Support Workers**

**Office Assistant**

Employee Count: 87

Administrative Support Staff-Entry Level

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Secretaries, and Administrative Assistants (5700); Word Processors and Typists (5820); and Office Administrative Support Workers, all other (5940), Office Clerks, General (5860)
2-Internal	0.00%	NA

Title(s)	Employee(s)
CUNY Office Assistant	80
EOC Office Assistant	7

**Category: Technicians**

**Administration 4 (College Lab Tech)**

Employee Count: 32

College Laboratory Technicians (abbrev CLT)

For utilization analyses reviewed by sub-group: Science/Technical/Engineering; Other Lab Techs.

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 American Community Survey (ACS) - 4-State (NY/NJ/CT/PA), weighted by function weighted at 90% and 4STATES Earned Degrees Conferred (EDC) - Bachelors 2013-14 weighted at 10%
2-Internal	0.00%	NA

Title(s)	Employee(s)
Chief College Lab Tech	3
College Lab Tech	16
EOC College Lab Tech	2
Sr College Lab Tech	11

**Broadcast/Media**

Employee Count: 1

Broadcast and Mass Media Technicians

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Broadcast and Sound Engineer Technicians and Radio Operators and Other Media and Communications Equipment Workers (2900)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Media Svcs Tech	1

**IT Support Technician**

Employee Count: 14

IT Technical Support Workers

In 2017, split from the Professional IT Staff

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Computer Support Specialists (1050)
2-Internal	0.00%	NA

Title(s)	Employee(s)
IT Support Asst	14

**Category: Technicians**

---

**Print Shop**

Employee Count: 4

Print Shop and Related Tech Workers

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Miscellaneous Media & Communication Workers (2860) and Printing Machine Operators (8255)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Graphics Designer	1
Print Shop Assistant	1
Print Shop Associate	2

**Category: Craft Workers**

**Basic Crafts-Buildings and Grounds**

Employee Count: 10

Buildings and Grounds Workers

In 2017, Maintenance Workers moved from Skilled Trades into this group

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/PA/CT), Grounds Maintenance (4250), Janitors and Buildings and Grounds (4220), Motor Vehicle Operators (9150), Maintenance and Repair Workers, General (7340)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Maintenance Worker	7
Motor Vehicle Mechanic	2
Motor Vehicle Operator	1

**Laborers and Helpers**

Employee Count: 18

Entry-Level Craft Workers

In 2017, split from Skilled Trades

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Laborers (53-7062) and Helpers (47-3010)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Laborer	10
Plumber Helper	2
Stock Worker	6

**Skilled Trades**

Employee Count: 32

Skilled Tradespeople

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Stationary Engineer & Boiler Operator (8610), Carpenters (6230), Electricians (6355), Painters, Construction Maintenance (6420), Pipelayers, Plumbers, Pipefitters (6440), Machinist (8030), Construction Manager (220), Automotive Service Technicians & Mechanics (7200), Elevator Installer & Repairer (6700), Roofer (6515), Cement Mason, Concrete Finishers & Terrazzo Worker (6250), Locksmith and Safe Repairers (7540), Plasterers and Stucco Masons (6460), Maintenance Workers, Machinery (7350)
2-Internal	0.00%	NA

Title(s)	Employee(s)
----------	-------------

**Category: Craft Workers**

Carpenter	2
Cement Mason	1
Electrician	4
High Pressure Plant Tender	6
Locksmith	1
Oiler	2
Painter	3
Plumber	2
Stationary Engineer	7
Steamfitter	2
Thermostat Repairer	2

**Skilled Trades-Supervisor**

Employee Count: 4

Skilled Trades Supervisors

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only
2-Internal	100.00%	CUNY Survey Spring 2011, Skilled Trades - selected titles with permanency and appointment to title with years of service requirement.

Title(s)	Employee(s)
Carpenter Supervisor	1
Electrician Supervisor	1
Painter Supervisor	1
Stationary Engineer Sr	1

**Category: Service Workers and Others**

**Campus Peace Officer-Level 1**

Employee Count: 41

Campus Security-Entry Level Staff

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) - Residence Geography, New York City - Police and Sheriffs Patrol Officer (3850)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Campus Peace Officer	16
Campus Security Asst	25

**Campus Peace Officer-Level 2**

Employee Count: 7

Campus Security-Mid Level Staff

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only
2-Internal	100.00%	CUNY Survey Spring 2011 - Permanent Campus Peace/Security Officer Level 1 - The Campus Peace/Security Officer Level 2 title is strictly promotional from the Permanent Campus Peace/Security Officer Level 1 title with years of service requirement.

Title(s)	Employee(s)
Campus Peace Officer	7

**Campus Peace Officer-Sergeant**

Employee Count: 15

Campus Security Supervisors

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	0.00%	Internal Only
2-Internal	100.00%	CUNY Permanent Campus Peace Officer Level 1 and 2

Title(s)	Employee(s)
Campus Pub Safety Sergeant	11
Campus Security Specialist	4

**Category: Service Workers and Others**

**Custodial**

Employee Count: 46

Custodians-Entry Level

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), Janitors and Building Cleaners (4220)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Custodial Assistant	44
EOC Custodial Asst	2

**Custodial Supervisor**

Employee Count: 11

Custodial Supervisors

**Labor Market Availability Factors**

LMA Factor	Weight	Explanation
1-External	100.00%	2007-2011 US Census-American Community Survey (ACS) 4-State (NY/NJ/CT/PA), First Line Supervisors/Managers of Housekeeping/Janitorial Workers (4200)
2-Internal	0.00%	NA

Title(s)	Employee(s)
Custodial Asst Principal Supv	1
Custodial Principal Supv	1
Custodial Sr Supervisor	3
Custodial Supervisor	5
EOC Custodial Supv	1

## APPENDIX C - JOB GROUPS / LABOR MARKET AVAILABILITY FACTORS

**Note: In the 2017-2018 Academic Year, CUNY added the titles listed below (not all are used at the College).**

<b>Job Code</b>	<b>Title Name</b>	<b>Job Group</b>
200444	University Senior Vice Chancellor for Design and Construction	Administration 1 (Executives)
200544	University Associate Vice Chancellor for Research	Administration 1 (Executives)
200545	Exec Dir Labor Relations-Assistant Administrator	Administration 1 (Executives)
200546	Dean School Prof Stds-Senior University Dean	Administration 1 (Executives)
200547	University Associate Vice Chancellor for Academic Strategy	Administration 1 (Executives)
200548	University Executive Director of Procurement	Administration 1 (Executives)
200549	Associate Dean Research	Administration 1 (Executives)
200550	University Assistant Vice Chancellor Academic Affairs	Administration 1 (Executives)
200551	University Deputy Secretary to the Board-University Associate Administrator	Administration 1 (Executives)
200552	Exec Chief Librarian - Dean	Administration 1 (Executives)
200553	University Executive Director of Technology Strategy-University Administrator	Administration 1 (Executives)
200554	University Vice Chancellor University Advancement	Administration 1 (Executives)
200555	University Associate Vice Chancellor for Academic Affairs	Administration 1 (Executives)
200556	Assistant Dean Institutional Research and Strategic Planning	Administration 1 (Executives)
200557	University Assistant Vice Chancellor Enrollment Management	Administration 1 (Executives)
200558	Assistant VP Enroll Management Student Success	Administration 1 (Executives)
200559	University Dean Health and Human Services	Administration 1 (Executives)
200560	Dean School of Labor and Urban Studies	Administration 1 (Executives)
200561	Executive Director Financial Services-AstAdm	Administration 1 (Executives)
400697	Associate Legal Counsel-Higher Education Officer	Administration 2 (Managers)
500086	Elevator Mechanic (previous title re-activated)	Skilled Trades
500282	University Senior Payroll Analyst 1	Accountant Assistant
500283	University Senior Payroll Analyst 2	Accountant Assistant
200564	Univ Exec Gen Counsel-Uadm	Administration 1 (Executives)



## APPENDIX D - ACADEMIC DEPARTMENTS BY DISCIPLINE/PROGRAM

### Bronx CC

Appendix D lists faculty department assignments and disciplines to which they are assigned for utilization reporting. Department names and assignments are as recorded in the CUNYFirst HRIS System. Only those departments with assigned faculty are listed here. Disciplines listing fewer than five faculty total will not be included in the utilization analyses in Appendix E.

Labor Market Availability is normally obtained from the Earned Degrees Conferred data provided by the National Center for Education Statistics. Exceptions, including blended rates, are noted.

Total Faculty: 345

## APPENDIX D - ACADEMIC DEPARTMENTS BY DISCIPLINE/PROGRAM

### Biological and Biomedical Sciences

Faculty Count: 29

Department ID	Department Name	Number of Faculty
10033	Dept of Biological Sciences	29

### Business, Management, Marketing, Support Services

Faculty Count: 20

Department ID	Department Name	Number of Faculty
10042	Business And Information Sys	20

### Communications, Journalism, and Related Programs

Faculty Count: 21

Department ID	Department Name	Number of Faculty
10060	Communications Arts/Sciences	21

### Education - Developmental

Faculty Count: 40

Department ID	Department Name	Number of Faculty
75024	Academic Success Center	1
80334	Bronx EOC	2
65014	Cd-Counselors	2
10285	Education & Academic Literacy	14
65068	Language Immersion Program	18
10395	VP For Student Affairs	3

### Engineering

Faculty Count: 15

Department ID	Department Name	Number of Faculty
10230	Engineering, Physics & Tech	15

### English Language and Literature/Letters

Faculty Count: 42

Department ID	Department Name	Number of Faculty
10105	English Language & Literature	42

### Foreign Languages, Literatures, and Linguistics

Faculty Count: 14

Department ID	Department Name	Number of Faculty
10204	Modern Language	14

## APPENDIX D - ACADEMIC DEPARTMENTS BY DISCIPLINE/PROGRAM

### Health Professions and Related Programs

Faculty Count: 17

Department ID	Department Name	Number of Faculty
10211	Nursing/Allied Health Sciences	17

### History

Faculty Count: 16

Department ID	Department Name	Number of Faculty
10148	History	16

### Library (Librarians/Non-Teaching)

Faculty Count: 14

Unlike other faculty, weighted at MA+PhD US at 50% and MA+PhD 4-State at 50%

Department ID	Department Name	Number of Faculty
70054	Library Resources Center	14

### Mathematics and Computer Science

Faculty Count: 38

Blended rate (average) of Mathematics and Computer Science for those departments which teach both disciplines.

Department ID	Department Name	Number of Faculty
10195	Math & Computer Sciences	38

### Parks, Recreation, Leisure and Fitness Studies

Faculty Count: 12

Department ID	Department Name	Number of Faculty
10134	Health, Physical Ed & Rec	12

### Physical Sciences

Faculty Count: 19

Department ID	Department Name	Number of Faculty
10051	Chemistry	19

### Social Sciences

Faculty Count: 31

Department ID	Department Name	Number of Faculty
10280	Social Science	31

### Visual and Performing Arts

Faculty Count: 17

Department ID	Department Name	Number of Faculty
10022	Art And Music	17

## APPENDIX D-1 - COLLEGE LAB TECHNICIAN CATEGORIES

### Bronx CC

Appendix D-1 lists categories assigned to College Laboratory Technicians (Administration 4 Group) based on the academic department to which they are assigned (either "Science Technology and Engineering" or "All Other").

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

Full-Time Employee Count: 32

---

### College Lab Tech-Blended Science Engineering Technical

Employees: 24

Department ID	Department Name	Number of Technicians
70009	Academic Computing	5
10051	Chemistry	4
10033	Dept of Biological Sciences	6
10230	Engineering, Physics & Tech	3
70054	Library Resources Center	4
10195	Math & Computer Sciences	1
10211	Nursing/Allied Health Sciences	1

---

### College Lab Tech-Other

Employees: 8

Department ID	Department Name	Number of Technicians
10022	Art And Music	1
80334	Bronx EOC	2
10285	Education & Academic Literacy	3
10134	Health, Physical Ed & Rec	2

## APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP

### Bronx CC

Appendix E-1 presents utilization and underutilization of protected groups by job group. A group is displayed only when there are five or more employees assigned to it.

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

Underutilization numbers represent specific placement goals as prescribed for federal Affirmative Action Plans.

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

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Executive/Administrative/Managerial

**Job Group:** Administration 1 (Executive)

Description: Executive Compensation Plan (Other Than Chief Executive)

Full-time Employees 21

Employees in this group hold the following titles:

Title ID	Title Name
04315	Administrator
04321	Asc Administrator
04320	Asc Dean
04723	Asst Administrator
04722	Asst Dean
04316	Asst Vice President
04314	Dean
04701	Sr Vice President
04702	Vice President

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	11	15	0	8	6
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			2		
<b>Actual Utilization Percent</b>	52.4%	71.4%	0.0%	38.1%	28.6%
<b>Labor Market Avail. Percent</b>	49.3%	29.7%	8.5%	11.1%	8.9%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Executive/Administrative/Managerial

**Job Group:** Administration 2 (Manager)

Description: Manager-Level Administrators

Full-time Employees 66

Employees in this group hold the following titles:

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

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	42	44	4	23	17
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			3		
<b>Actual Utilization Percent</b>	63.6%	66.7%	6.1%	34.8%	25.8%
<b>Labor Market Avail. Percent</b>	59.9%	41.4%	10.6%	16.3%	13.5%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Professional Non-Faculty

**Job Group:** Administration 3 (Professional)

Description: Administrators (Professionals)

Full-time Employees 141

Employees in this group hold the following titles:

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

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	103	122	5	56	61
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			9		
<b>Actual Utilization Percent</b>	73.0%	86.5%	3.5%	39.7%	43.3%
<b>Labor Market Avail. Percent</b>	61.1%	37.6%	9.6%	14.3%	12.0%



**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Professional Non-Faculty

**Job Group:** IT Computer Professional  
**Description:** Information Technology Professionals  
**Full-time Employees** 29

Employees in this group hold the following titles:

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

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	12	28	4	6	17
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			2		
<b>Actual Utilization Percent</b>	41.4%	96.6%	13.8%	20.7%	58.6%
<b>Labor Market Avail. Percent</b>	26.4%	33.6%	19.7%	7.1%	5.4%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Administrative Support Workers

**Job Group:** Accountant Assistant

Description: Accounting Support Staff

Full-time Employees 9

Employees in this group hold the following titles:

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

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Employees	7	6	2	2	2
Underutilized (Yes/No)?					
Number Underutilized					
Actual Utilization Percent	77.8%	66.7%	22.2%	22.2%	22.2%
Labor Market Avail. Percent	50.8%	26.7%	11.8%	7.8%	5.9%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Administrative Support Workers

**Job Group:** Administrative Assistant

Description: Administrative Support Staff-Senior Level

Full-time Employees 14

Employees in this group hold the following titles:

Title ID	Title Name
04804	CUNY Admin Asst
04871	EOC Admin Asst

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Employees	13	11	0	7	3
Underutilized (Yes/No)?			Y		Y
Number Underutilized			1		1
Actual Utilization Percent	92.9%	78.6%	0.0%	50.0%	21.4%
Labor Market Avail. Percent	91.1%	74.0%	8.0%	38.1%	27.0%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Administrative Support Workers

**Job Group:** Office Assistant

Description: Administrative Support Staff-Entry Level

Full-time Employees 87

Employees in this group hold the following titles:

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

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Employees	73	83	8	42	32
Underutilized (Yes/No)?					
Number Underutilized					
Actual Utilization Percent	83.9%	95.4%	9.2%	48.3%	36.8%
Labor Market Avail. Percent	89.9%	26.5%	3.7%	11.6%	9.8%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Craft Workers

**Job Group:** Basic Crafts-Buildings and Grounds

Description: Buildings and Grounds Workers

Full-time Employees 10

Employees in this group hold the following titles:

Title ID	Title Name
90698	Maintenance Worker
04906	Motor Vehicle Mechanic
91212	Motor Vehicle Operator

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Employees	2	8	0	3	5
Underutilized (Yes/No)?			Y		
Number Underutilized			0		
Actual Utilization Percent	20.0%	80.0%	0.0%	30.0%	50.0%
Labor Market Avail. Percent	20.0%	42.4%	2.3%	12.6%	26.0%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Craft Workers

**Job Group:** Laborers and Helpers

Description: Entry-Level Craft Workers

Full-time Employees 18

Employees in this group hold the following titles:

Title ID	Title Name
90702	Laborer
91916	Plumber Helper
12200	Stock Worker

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Employees	0	13	1	4	8
Underutilized (Yes/No)?	Y				
Number Underutilized	3				
Actual Utilization Percent	0.0%	72.2%	5.6%	22.2%	44.4%
Labor Market Avail. Percent	17.0%	33.7%	2.6%	11.6%	18.2%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Craft Workers

**Job Group:** Skilled Trades  
**Description:** Skilled Tradespeople  
**Full-time Employees** 32

Employees in this group hold the following titles:

Title ID	Title Name
04899	Carpenter
92210	Cement Mason
91717	Electrician
91650	High Pressure Plant Tender
04905	Locksmith
04891	Oiler
91830	Painter
91915	Plumber
04915	Stationary Engineer
91925	Steamfitter
91940	Thermostat Repairer

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	2	12	0	8	4
<b>Underutilized (Yes/No)?</b>			Y		Y
<b>Number Underutilized</b>			1		2
<b>Actual Utilization Percent</b>	6.3%	37.5%	0.0%	25.0%	12.5%
<b>Labor Market Avail. Percent</b>	2.5%	29.7%	2.6%	7.0%	18.7%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Technicians

**Job Group:** IT Support Technician  
**Description:** IT Technical Support Workers  
**Full-time Employees** 14

Employees in this group hold the following titles:

**Title ID**      **Title Name**  
 04865      IT Support Asst

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	4	14	1	2	11
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			0		
<b>Actual Utilization Percent</b>	28.6%	100.0%	7.1%	14.3%	78.6%
<b>Labor Market Avail. Percent</b>	29.0%	32.6%	10.4%	11.7%	9.0%



**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Service Workers and Others

**Job Group:** Campus Peace Officer-Sergeant

Description: Campus Security Supervisors

Full-time Employees 15

Employees in this group hold the following titles:

Title ID	Title Name
04846	Campus Pub Safety Sergeant
04845	Campus Security Specialist

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Employees	3	15	1	6	8
Underutilized (Yes/No)?				Y	
Number Underutilized				2	
Actual Utilization Percent	20.0%	100.0%	6.7%	40.0%	53.3%
Labor Market Avail. Percent	22.6%	85.9%	6.1%	55.1%	23.8%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Service Workers and Others

**Job Group:** Campus Peace Officer-Level 2  
**Description:** Campus Security-Mid Level Staff  
**Full-time Employees** 7

Employees in this group hold the following titles:

**Title ID**            **Title Name**  
 04844              Campus Peace Officer

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	1	7	0	4	3
<b>Underutilized (Yes/No)?</b>	Y		Y		
<b>Number Underutilized</b>	1		0		
<b>Actual Utilization Percent</b>	14.3%	100.0%	0.0%	57.1%	42.9%
<b>Labor Market Avail. Percent</b>	22.0%	86.4%	6.8%	55.2%	24.3%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Service Workers and Others

**Job Group:** Campus Peace Officer-Level 1  
**Description:** Campus Security-Entry Level Staff  
**Full-time Employees** 41

Employees in this group hold the following titles:

Title ID	Title Name
04844	Campus Peace Officer
04841	Campus Security Asst

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	7	38	1	12	24
<b>Underutilized (Yes/No)?</b>	Y		Y		
<b>Number Underutilized</b>	5		2		
<b>Actual Utilization Percent</b>	17.1%	92.7%	2.4%	29.3%	58.5%
<b>Labor Market Avail. Percent</b>	28.4%	66.7%	7.1%	28.1%	29.3%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Service Workers and Others

**Job Group:** Custodial Supervisor

Description: Custodial Supervisors

Full-time Employees 11

Employees in this group hold the following titles:

Title ID	Title Name
80560	Custodial Asst Principal Supv
80561	Custodial Principal Supv
80535	Custodial Sr Supervisor
04862	Custodial Supervisor
04864	EOC Custodial Supv

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	4	11	0	8	3
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			0		
<b>Actual Utilization Percent</b>	36.4%	100.0%	0.0%	72.7%	27.3%
<b>Labor Market Avail. Percent</b>	29.0%	40.0%	2.4%	13.8%	22.1%

**APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP**

Category: Service Workers and Others

**Job Group:** Custodial

Description: Custodians-Entry Level

Full-time Employees 46

Employees in this group hold the following titles:

Title ID	Title Name
04861	Custodial Assistant
04863	EOC Custodial Asst

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	15	46	0	16	30
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			1		
<b>Actual Utilization Percent</b>	32.6%	100.0%	0.0%	34.8%	65.2%
<b>Labor Market Avail. Percent</b>	27.3%	48.9%	2.8%	15.6%	28.8%

## APPENDIX E-2 COLLEGE LAB TECHNICIAN UTILIZATION BY CATEGORY

### Bronx CC

Appendix E-2 presents utilization and underutilization for College Laboratory Technicians, by general discipline and by protected demographic group. A group is displayed only when there are five or more employees assigned to it.

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

Underutilization numbers represent specific placement goals as prescribed for federal Affirmative Action Plans.

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

**APPENDIX E-2 COLLEGE LAB TECHNICIAN UTILIZATION BY CATEGORY**

**College Lab Tech - Science, Tech, Eng.**

Full-Time Employees: 24

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

**Department ID Department Name**

70009	Academic Computing
10051	Chemistry
10033	Dept of Biological Sciences
10230	Engineering, Physics & Tech
70054	Library Resources Center
10195	Math & Computer Sciences
10211	Nursing/Allied Health Sciences

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Oth Pac. Isl	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	12	20	0	6	13
<b>Underutilized (Yes/No)</b>			Y		
<b>Number Underutilized</b>			3		
<b>Actual Utilization Percent</b>	50.0%	83.3%	0.0%	25.0%	54.2%
<b>Labor Market Avail. Percent</b>	27.8%	30.0%	12.9%	8.0%	7.0%

**APPENDIX E-2 COLLEGE LAB TECHNICIAN UTILIZATION BY CATEGORY**

**College Lab Tech - Other**

Full-Time Employees: 8

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

Department ID	Department Name
10022	Art And Music
80334	Bronx EOC
10285	Education & Academic Literacy
10134	Health, Physical Ed & Rec

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Oth Pac. Isl	Black/African Am.	Hispanic/ Latino
<b>Number of Employees</b>	0	8	1	4	3
<b>Underutilized (Yes/No)</b>	Y				
<b>Number Underutilized</b>	3				
<b>Actual Utilization Percent</b>	0.0%	100.0%	12.5%	50.0%	37.5%
<b>Labor Market Avail. Percent</b>	39.2%	23.9%	4.4%	5.2%	13.7%



## APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM

### Bronx CC

Appendix E-3 presents utilization and underutilization, of faculty members in protected groups ,by academic discipline withing job group. A group is displayed only when there are five or more faculty assigned to it.

Underutilization occurs where the utilization of a protected group is less than 80% of Labor Market Availability. We calculate a number approximating the number of full-time employees that would be needed to make utilization equal to the labor market. Where utilization is zero (0), underutilization exists but not to the level of one full-time equivalent employee.

Blanks indicate no underutilization.

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

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

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Biological and Biomedical Sciences**

Faculty reported in this category are assigned to the following department(s):

10033                      Dept of Biological Sciences

**Job Group**            **Faculty-Professorial**

Total Faculty:    25

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	12	12	6	3	1
Underutilized (Y/N)					Y
Number Underutilized					0
Actual Utilization Percent	48.0%	48.0%	24.0%	12.0%	4.0%
Labor Market Avail. Percent	53.3%	23.5%	11.2%	4.5%	5.7%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Business, Management, Marketing, Support Services**

Faculty reported in this category are assigned to the following department(s):

10042 Business And Information Sys

**Job Group Faculty-Professorial**

Total Faculty: 13

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	3	10	5	4	1
Underutilized (Y/N)	Y				
Number Underutilized	3				
Actual Utilization Percent	23.1%	76.9%	38.5%	30.8%	7.7%
Labor Market Avail. Percent	43.9%	33.6%	7.1%	20.8%	4.5%

**Job Group Faculty-Lecturer**

Total Faculty: 7

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	1	6	2	4	0
Underutilized (Y/N)	Y				Y
Number Underutilized	2				0
Actual Utilization Percent	14.3%	85.7%	28.6%	57.1%	0.0%
Labor Market Avail. Percent	45.5%	28.6%	11.1%	9.9%	6.2%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Communications, Journalism, and Related Programs**

Faculty reported in this category are assigned to the following department(s):

10060                      Communications Arts/Sciences

**Job Group**            **Faculty-Professorial**

Total Faculty:    17

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	10	7	1	4	2
Underutilized (Y/N)					
Number Underutilized					
Actual Utilization Percent	58.8%	41.2%	5.9%	23.5%	11.8%
Labor Market Avail. Percent	57.0%	17.7%	3.3%	6.2%	6.6%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Education - Developmental**

Faculty reported in this category are assigned to the following department(s):

- 75024 Academic Success Center
- 80334 Bronx EOC
- 65014 Cd-Counselors
- 10285 Education & Academic Literacy
- 65068 Language Immersion Program
- 10395 VP For Student Affairs

**Job Group Faculty-Professorial**

Total Faculty: 14

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	5	10	1	6	3
Underutilized (Y/N)	Y				
Number Underutilized	2				
Actual Utilization Percent	35.7%	71.4%	7.1%	42.9%	21.4%
Labor Market Avail. Percent	49.3%	16.6%	7.7%	3.8%	4.8%

**Job Group Faculty-Lecturer**

Total Faculty: 5

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	4	4	0	3	1
Underutilized (Y/N)			Y		
Number Underutilized			0		
Actual Utilization Percent	80.0%	80.0%	0.0%	60.0%	20.0%
Labor Market Avail. Percent	61.7%	24.9%	6.6%	6.6%	9.3%

**Job Group Faculty-Developmental**

Total Faculty: 20

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Job Group** Faculty-Developmental

Total Faculty: 20

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	12	12	2	6	4
Underutilized (Y/N)					
Number Underutilized					
Actual Utilization Percent	60.0%	60.0%	10.0%	30.0%	20.0%
Labor Market Avail. Percent	61.7%	24.9%	6.6%	6.6%	9.3%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Engineering**

Faculty reported in this category are assigned to the following department(s):

10230                      Engineering, Physics & Tech

**Job Group      Faculty-Professorial**

Total Faculty:    10

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	2	5	3	1	0
Underutilized (Y/N)					Y
Number Underutilized					1
Actual Utilization Percent	20.0%	50.0%	30.0%	10.0%	0.0%
Labor Market Avail. Percent	22.9%	26.2%	15.0%	3.8%	5.5%

**Job Group      Faculty-Lecturer**

Total Faculty:    5

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	1	2	1	0	1
Underutilized (Y/N)	Y			Y	
Number Underutilized	0			0	
Actual Utilization Percent	20.0%	40.0%	20.0%	0.0%	20.0%
Labor Market Avail. Percent	25.6%	26.9%	15.5%	4.2%	5.4%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**English Language and Literature/Letters**

Faculty reported in this category are assigned to the following department(s):

10105 English Language & Literature

**Job Group Faculty-Professorial**

Total Faculty: 33

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	20	7	2	1	3
Underutilized (Y/N)					
Number Underutilized					
Actual Utilization Percent	60.6%	21.2%	6.1%	3.0%	9.1%
Labor Market Avail. Percent	60.0%	12.6%	3.5%	3.4%	3.9%

**Job Group Faculty-Lecturer**

Total Faculty: 9

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	5	3	0	1	1
Underutilized (Y/N)			Y		
Number Underutilized			0		
Actual Utilization Percent	55.6%	33.3%	0.0%	11.1%	11.1%
Labor Market Avail. Percent	66.4%	18.1%	3.5%	6.1%	6.2%



**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Foreign Languages, Literatures, and Linguistics**

Faculty reported in this category are assigned to the following department(s):

10204 Modern Language

**Job Group** Faculty-Professorial

Total Faculty: 11

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	5	7	0	1	6
Underutilized (Y/N)	Y		Y		
Number Underutilized	2		1		
Actual Utilization Percent	45.5%	63.6%	0.0%	9.1%	54.5%
Labor Market Avail. Percent	60.0%	21.1%	6.2%	1.9%	11.7%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Health Professions and Related Programs**

Faculty reported in this category are assigned to the following department(s):

10211 Nursing/Allied Health Sciences

**Job Group** Faculty-Professorial

Total Faculty: 16

		Utilization Report				
		Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty		15	12	0	8	4
Underutilized (Y/N)				Y		
Number Underutilized				1		
Actual Utilization Percent		93.8%	75.0%	0.0%	50.0%	25.0%
Labor Market Avail. Percent		73.9%	25.2%	8.6%	10.3%	4.5%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**History**

Faculty reported in this category are assigned to the following department(s):

10148                  History

**Job Group**                  **Faculty-Professorial**

Total Faculty:          14

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	5	3	1	1	1
Underutilized (Y/N)					
Number Underutilized					
Actual Utilization Percent	35.7%	21.4%	7.1%	7.1%	7.1%
Labor Market Avail. Percent	43.0%	16.8%	3.7%	5.2%	6.8%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Library (Librarians/Non-Teaching)**

Faculty reported in this category are assigned to the following department(s):

70054                      Library Resources Center

**Job Group            Faculty-Professorial**

Total Faculty:    14

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	6	11	0	7	4
Underutilized (Y/N)	Y		Y		
Number Underutilized	5		0		
Actual Utilization Percent	42.9%	78.6%	0.0%	50.0%	28.6%
Labor Market Avail. Percent	79.4%	14.3%	1.6%	6.8%	5.4%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Mathematics and Computer Science**

Faculty reported in this category are assigned to the following department(s):

10195 Math & Computer Sciences

**Job Group Faculty-Professorial**

Total Faculty: 32

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	9	12	6	4	2
Underutilized (Y/N)					
Number Underutilized					
Actual Utilization Percent	28.1%	37.5%	18.8%	12.5%	6.3%
Labor Market Avail. Percent	24.9%	19.9%	10.3%	4.5%	3.5%

**Job Group Faculty-Lecturer**

Total Faculty: 6

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	2	4	2	1	1
Underutilized (Y/N)					
Number Underutilized					
Actual Utilization Percent	33.3%	66.7%	33.3%	16.7%	16.7%
Labor Market Avail. Percent	35.2%	29.4%	17.0%	5.4%	5.0%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Parks, Recreation, Leisure and Fitness Studies**

Faculty reported in this category are assigned to the following department(s):

10134 Health, Physical Ed & Rec

**Job Group** Faculty-Professorial

Total Faculty: 10

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	6	4	0	3	1
Underutilized (Y/N)			Y		
Number Underutilized			0		
Actual Utilization Percent	60.0%	40.0%	0.0%	30.0%	10.0%
Labor Market Avail. Percent	51.8%	14.6%	2.8%	6.2%	4.2%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Physical Sciences**

Faculty reported in this category are assigned to the following department(s):

10051 Chemistry

**Job Group** Faculty-Professorial

Total Faculty: 16

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	4	8	2	3	2
Underutilized (Y/N)	Y				
Number Underutilized	1				
Actual Utilization Percent	25.0%	50.0%	12.5%	18.8%	12.5%
Labor Market Avail. Percent	33.2%	17.6%	7.5%	3.6%	4.5%

**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Social Sciences**

Faculty reported in this category are assigned to the following department(s):

10280 Social Science

**Job Group** Faculty-Professorial

Total Faculty: 26

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	13	15	1	5	9
Underutilized (Y/N)			Y		
Number Underutilized			1		
Actual Utilization Percent	50.0%	57.7%	3.8%	19.2%	34.6%
Labor Market Avail. Percent	48.4%	21.0%	6.8%	5.8%	6.5%



**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

**Visual and Performing Arts**

Faculty reported in this category are assigned to the following department(s):

10022 Art And Music

**Job Group** Faculty-Professorial

Total Faculty: 17

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/Latino
Number of Faculty	11	5	2	1	2
Underutilized (Y/N)					
Number Underutilized					
Actual Utilization Percent	64.7%	29.4%	11.8%	5.9%	11.8%
Labor Market Avail. Percent	51.3%	16.1%	6.8%	2.9%	4.9%

## APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS

### Bronx CC

Appendix E-3 presents utilization and underutilization, of faculty members in protected groups ,by academic department. A department is displayed only when there are five or more faculty assigned to it.

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

Labor Market Availability is calculated based on the underlying academic discipline to which the department was assigned.

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

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

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10022 Art And Music**

**Discipline: Visual and Performing Arts**

**Job Group: Faculty-Professorial**

**Total Faculty: 17**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	11	5	2	1	2
<b>Underutilized (Yes/No)?</b>					
<b>Number Underutilized</b>					
<b>Actual Utilization Percent</b>	64.7%	29.4%	11.8%	5.9%	11.8%
<b>Labor Market Avail. Percent</b>	51.3%	16.1%	6.8%	2.9%	4.9%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10042 Business And Information Sys**

Discipline: Business, Management, Marketing, Support Services

**Job Group: Faculty-Professorial**

Total Faculty: 13

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	3	10	5	4	1
Underutilized (Yes/No)?	Y				
Number Underutilized	3				
Actual Utilization Percent	23.1%	76.9%	38.5%	30.8%	7.7%
Labor Market Avail. Percent	43.9%	33.6%	7.1%	20.8%	4.5%

**Job Group: Faculty-Lecturer**

Total Faculty: 7

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	1	6	2	4	0
Underutilized (Yes/No)?	Y				Y
Number Underutilized	2				0
Actual Utilization Percent	14.3%	85.7%	28.6%	57.1%	0.0%
Labor Market Avail. Percent	45.5%	28.6%	11.1%	9.9%	6.2%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10051 Chemistry**

**Discipline: Physical Sciences**

**Job Group: Faculty-Professorial**

**Total Faculty: 16**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	4	8	2	3	2
<b>Underutilized (Yes/No)?</b>	Y				
<b>Number Underutilized</b>	1				
<b>Actual Utilization Percent</b>	25.0%	50.0%	12.5%	18.8%	12.5%
<b>Labor Market Avail. Percent</b>	33.2%	17.6%	7.5%	3.6%	4.5%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10060 Communications Arts/Sciences**

**Discipline: Communications, Journalism, and Related Programs**

**Job Group: Faculty-Professorial**

**Total Faculty: 17**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	10	7	1	4	2
<b>Underutilized (Yes/No)?</b>					
<b>Number Underutilized</b>					
<b>Actual Utilization Percent</b>	58.8%	41.2%	5.9%	23.5%	11.8%
<b>Labor Market Avail. Percent</b>	57.0%	17.7%	3.3%	6.2%	6.6%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10033 Dept of Biological Sciences**

**Discipline: Biological and Biomedical Sciences**

**Job Group: Faculty-Professorial**

**Total Faculty: 25**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	12	12	6	3	1
<b>Underutilized (Yes/No)?</b>					Y
<b>Number Underutilized</b>					0
<b>Actual Utilization Percent</b>	48.0%	48.0%	24.0%	12.0%	4.0%
<b>Labor Market Avail. Percent</b>	53.3%	23.5%	11.2%	4.5%	5.7%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10285 Education & Academic Literacy**

**Discipline: Education - Developmental**

**Job Group: Faculty-Professorial**

**Total Faculty: 11**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	5	7	1	4	2
<b>Underutilized (Yes/No)?</b>					
<b>Number Underutilized</b>					
<b>Actual Utilization Percent</b>	45.5%	63.6%	9.1%	36.4%	18.2%
<b>Labor Market Avail. Percent</b>	49.3%	16.6%	7.7%	3.8%	4.8%



APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS

Department: 10230 Engineering, Physics & Tech

Discipline: Engineering

Job Group: Faculty-Professorial

Total Faculty: 10

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	2	5	3	1	0
Underutilized (Yes/No)?					Y
Number Underutilized					1
Actual Utilization Percent	20.0%	50.0%	30.0%	10.0%	0.0%
Labor Market Avail. Percent	22.9%	26.2%	15.0%	3.8%	5.5%

Job Group: Faculty-Lecturer

Total Faculty: 5

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	1	2	1	0	1
Underutilized (Yes/No)?	Y			Y	
Number Underutilized	0			0	
Actual Utilization Percent	20.0%	40.0%	20.0%	0.0%	20.0%
Labor Market Avail. Percent	25.6%	26.9%	15.5%	4.2%	5.4%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10105 English Language & Literature**

Discipline: English Language and Literature/Letters

**Job Group: Faculty-Professorial**

Total Faculty: 33

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	20	7	2	1	3
Underutilized (Yes/No)?					
Number Underutilized					
Actual Utilization Percent	60.6%	21.2%	6.1%	3.0%	9.1%
Labor Market Avail. Percent	60.0%	12.6%	3.5%	3.4%	3.9%

**Job Group: Faculty-Lecturer**

Total Faculty: 9

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	5	3	0	1	1
Underutilized (Yes/No)?			Y		
Number Underutilized			0		
Actual Utilization Percent	55.6%	33.3%	0.0%	11.1%	11.1%
Labor Market Avail. Percent	66.4%	18.1%	3.5%	6.1%	6.2%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10134 Health, Physical Ed & Rec**

**Discipline: Parks, Recreation, Leisure and Fitness Studies**

**Job Group: Faculty-Professorial**

**Total Faculty: 10**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	6	4	0	3	1
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			0		
<b>Actual Utilization Percent</b>	60.0%	40.0%	0.0%	30.0%	10.0%
<b>Labor Market Avail. Percent</b>	51.8%	14.6%	2.8%	6.2%	4.2%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10148 History**

Discipline: History

**Job Group: Faculty-Professorial**

Total Faculty: 14

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	5	3	1	1	1
<b>Underutilized (Yes/No)?</b>					
<b>Number Underutilized</b>					
<b>Actual Utilization Percent</b>	35.7%	21.4%	7.1%	7.1%	7.1%
<b>Labor Market Avail. Percent</b>	43.0%	16.8%	3.7%	5.2%	6.8%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 65068 Language Immersion Program**

**Discipline: Education - Developmental**

**Job Group: Faculty-Developmental**

**Total Faculty: 18**

	<b>Utilization Report</b>				
	<b>Female</b>	<b>Total Minority</b>	<b>Asian/Nat. Haw./Other Pac. Isl.</b>	<b>Black/African Am.</b>	<b>Hispanic/ Latino</b>
<b>Number of Faculty</b>	11	11	2	5	4
<b>Underutilized (Yes/No)?</b>					
<b>Number Underutilized</b>					
<b>Actual Utilization Percent</b>	61.1%	61.1%	11.1%	27.8%	22.2%
<b>Labor Market Avail. Percent</b>	61.7%	24.9%	6.6%	6.6%	9.3%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 70054 Library Resources Center**

**Discipline: Library (Librarians/Non-Teaching)**

**Job Group: Faculty-Professorial**

**Total Faculty: 14**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	6	11	0	7	4
<b>Underutilized (Yes/No)?</b>	Y		Y		
<b>Number Underutilized</b>	5		0		
<b>Actual Utilization Percent</b>	42.9%	78.6%	0.0%	50.0%	28.6%
<b>Labor Market Avail. Percent</b>	79.4%	14.3%	1.6%	6.8%	5.4%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10195 Math & Computer Sciences**

Discipline: Mathematics and Computer Science

**Job Group: Faculty-Professorial**

Total Faculty: 32

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	9	12	6	4	2
Underutilized (Yes/No)?					
Number Underutilized					
Actual Utilization Percent	28.1%	37.5%	18.8%	12.5%	6.3%
Labor Market Avail. Percent	24.9%	19.9%	10.3%	4.5%	3.5%

**Job Group: Faculty-Lecturer**

Total Faculty: 6

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
Number of Faculty	2	4	2	1	1
Underutilized (Yes/No)?					
Number Underutilized					
Actual Utilization Percent	33.3%	66.7%	33.3%	16.7%	16.7%
Labor Market Avail. Percent	35.2%	29.4%	17.0%	5.4%	5.0%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10204 Modern Language**

**Discipline: Foreign Languages, Literatures, and Linguistics**

**Job Group: Faculty-Professorial**

**Total Faculty: 11**

Utilization Report					
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	5	7	0	1	6
<b>Underutilized (Yes/No)?</b>	Y		Y		
<b>Number Underutilized</b>	2		1		
<b>Actual Utilization Percent</b>	45.5%	63.6%	0.0%	9.1%	54.5%
<b>Labor Market Avail. Percent</b>	60.0%	21.1%	6.2%	1.9%	11.7%



**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10211 Nursing/Allied Health Sciences**

**Discipline: Health Professions and Related Programs**

**Job Group: Faculty-Professorial**

**Total Faculty: 16**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	15	12	0	8	4
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			1		
<b>Actual Utilization Percent</b>	93.8%	75.0%	0.0%	50.0%	25.0%
<b>Labor Market Avail. Percent</b>	73.9%	25.2%	8.6%	10.3%	4.5%

**APPENDIX E-4 - FACULTY UTILIZATION BY SELECTED DEPARTMENTS**

**Department: 10280 Social Science**

**Discipline: Social Sciences**

**Job Group: Faculty-Professorial**

**Total Faculty: 26**

	Utilization Report				
	Female	Total Minority	Asian/Nat. Haw./Other Pac. Isl.	Black/African Am.	Hispanic/ Latino
<b>Number of Faculty</b>	13	15	1	5	9
<b>Underutilized (Yes/No)?</b>			Y		
<b>Number Underutilized</b>			1		
<b>Actual Utilization Percent</b>	50.0%	57.7%	3.8%	19.2%	34.6%
<b>Labor Market Avail. Percent</b>	48.4%	21.0%	6.8%	5.8%	6.5%

## APPENDIX F - SUMMARY OF PERSONNEL ACTIVITY

### Bronx CC

This Appendix provides tables with detail on personnel activities and faculty tenure actions by ethnicity and gender.

#### Index to Personnel Actions

Action Type	Description
Hire	Employed at the college for the first time, or re-hired after a break in service; includes employees who previously worked at another CUNY College and individuals appointed through Civil Service Transfer Rosters.
Left to Advance to Higher Group + Advanced from a Lower	Employee took a new job that represents a career advancement. This is counted as a hire in the new group and a separation in the old group.
Left Faculty to Move to Executives + Joined Executives from Faculty	A faculty member left a faculty appointment to join the Executive ranks. Normally he/she retains tenure in the faculty appointment.
Left Executives to Return to Faculty + Joined Faculty from Executives	A faculty member returned to a faculty appointment after serving in Executive ranks.
Left Group-Other + Transferred from Other Group	Other change in Job Group where there is no stated or implied career advancement.
Separation or Separation within Plan Year	Employee left employment in the College. If occurred within single Plan Year, may be counted as both a Hire and Separation from the same Job Group.
Advanced Within Group	Employee took a higher title (or higher level of the same job title) within the same group.
Title Change Within Group-Other	Employee took another title within the same job group with no stated or implied career advancement.
Awarded Tenure	Awarded Tenure or CCE following a review process.
Hired with Tenure	Granted tenure upon initial hire, generally due to having a tenured status at a previous institution.
Denied Tenure	Tenure denied after a review process. If a job title is not provided, this indicates employee has left CUNY employment (was not counted in the Census).

## APPENDIX G - SUMMARY OF RECRUITING ACTIVITIES

### Bronx CC

This appendix provides detail on searches performed by job group, ethnicity, and gender. Detail is provided on applicants, interviews, and offers. The scope of this report includes searches which officially concluded by a job offer during the previous plan year (June 1, 2017 through May 31, 2018).

RECRUITING SUMMARY

All Searches

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	9,517	9,517		92		92		92	
<b>Male</b>	3,714	3,714	39%	28	30%	28	30%	28	30%
<b>Female</b>	4,814	4,814	51%	60	65%	60	65%	60	65%
<b>Other</b>	989	989	10%	4	4%	4	4%	4	4%
<b>Total Min</b>	7,176	7,176	75%	78	85%	82	89%	82	89%
<b>Asian</b>	754	754	8%	3	3%	3	3%	3	3%
<b>Black</b>	3,280	3,280	34%	40	43%	40	43%	40	43%
<b>Hispanic</b>	2,836	2,836	30%	33	36%	33	36%	33	36%
<b>Two or More</b>	277	277	3%	1	1%	1	1%	1	1%
<b>Italian-American</b>	217	217	2%	1	1%	1	1%	1	1%
<b>White (Not Ital)</b>	1,636	1,636	17%	9	10%	9	10%	9	10%
<b>Unknown</b>	488	488	5%	4	4%	-	0%	-	0%
<b>Veterans</b>	174	174	2%	-	0%	-	0%	-	0%
<b>Indiv. w Disabilities</b>	339	339	4%	2	2%	2	2%	2	2%

RECRUITING SUMMARY

Category Summary

Executive-Administrative-Managerial

Executive/Administrative/Managerial

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	1,846	1,846		16		16		16	
<b>Male</b>	629	629	34%	-	0%	-	0%	-	0%
<b>Female</b>	1,078	1,078	58%	15	94%	15	94%	15	94%
<b>Other</b>	139	139	8%	1	6%	1	6%	1	6%
<b>Total Min</b>	1,358	1,358	74%	12	75%	12	75%	12	75%
<b>Asian</b>	109	109	6%	-	0%	-	0%	-	0%
<b>Black</b>	682	682	37%	5	31%	5	31%	5	31%
<b>Hispanic/Latino</b>	513	513	28%	6	38%	6	38%	6	38%
<b>Two or More</b>	50	50	3%	-	0%	-	0%	-	0%
<b>Italian American</b>	43	43	2%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	338	338	18%	3	19%	3	19%	3	19%
<b>Unknown</b>	107	107	6%	1	6%	1	6%	1	6%

RECRUITING SUMMARY

**Job Group Summary**

**Administration 1 (Executive)**

ADMIN1-EXEC

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	176	176		1		1		1	
<b>Male</b>	56	56	32%	-	0%	-	0%	-	0%
<b>Female</b>	98	98	56%	1	100%	1	100%	1	100%
<b>Other</b>	22	22	13%	-	0%	-	0%	-	0%
<b>Total Min</b>	116	116	66%	1	100%	1	100%	1	100%
<b>Asian</b>	9	9	5%	-	0%	-	0%	-	0%
<b>Black</b>	46	46	26%	-	0%	-	0%	-	0%
<b>Hispanic/Latino</b>	57	57	32%	1	100%	1	100%	1	100%
<b>Two or More</b>	4	4	2%	-	0%	-	0%	-	0%
<b>Italian American</b>	4	4	2%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	45	45	26%	-	0%	-	0%	-	0%
<b>Unknown</b>	11	11	6%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Job Group Summary

Administration 2 (Managers)

ADMIN2

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	1,670	1,670		15		15		15	
<b>Male</b>	573	573	34%	-	0%	-	0%	-	0%
<b>Female</b>	980	980	59%	14	93%	14	93%	14	93%
<b>Other</b>	117	117	7%	1	7%	1	7%	1	7%
<b>Total Min</b>	1,242	1,242	74%	11	73%	11	73%	11	73%
<b>Asian</b>	100	100	6%	-	0%	-	0%	-	0%
<b>Black</b>	636	636	38%	5	33%	5	33%	5	33%
<b>Hispanic/Latino</b>	456	456	27%	5	33%	5	33%	5	33%
<b>Two or More</b>	46	46	3%	-	0%	-	0%	-	0%
<b>Italian American</b>	39	39	2%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	293	293	18%	3	20%	3	20%	3	20%
<b>Unknown</b>	96	96	6%	1	7%	1	7%	1	7%



RECRUITING SUMMARY

Category Summary

Professional Faculty

Professional Faculty

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	860	860		16		16		16	
<b>Male</b>	387	387	45%	6	38%	6	38%	6	38%
<b>Female</b>	376	376	44%	10	63%	10	63%	10	63%
<b>Other</b>	97	97	11%	-	0%	-	0%	-	0%
<b>Total Min</b>	473	473	55%	12	75%	12	75%	12	75%
<b>Asian</b>	99	99	12%	1	6%	1	6%	1	6%
<b>Black</b>	156	156	18%	6	38%	6	38%	6	38%
<b>Hispanic/Latino</b>	196	196	23%	5	31%	5	31%	5	31%
<b>Two or More</b>	20	20	2%	-	0%	-	0%	-	0%
<b>Italian American</b>	50	50	6%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	306	306	36%	4	25%	4	25%	4	25%
<b>Unknown</b>	31	31	4%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Job Group Summary

Faculty-Professorial

FAC-PROF

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	809	809		14		14		14	
<b>Male</b>	358	358	44%	4	29%	4	29%	4	29%
<b>Female</b>	356	356	44%	10	71%	10	71%	10	71%
<b>Other</b>	95	95	12%	-	0%	-	0%	-	0%
<b>Total Min</b>	441	441	55%	10	71%	10	71%	10	71%
<b>Asian</b>	93	93	11%	-	0%	-	0%	-	0%
<b>Black</b>	140	140	17%	5	36%	5	36%	5	36%
<b>Hispanic/Latino</b>	188	188	23%	5	36%	5	36%	5	36%
<b>Two or More</b>	18	18	2%	-	0%	-	0%	-	0%
<b>Italian American</b>	48	48	6%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	291	291	36%	4	29%	4	29%	4	29%
<b>Unknown</b>	29	29	4%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Job Group Summary

Faculty-Lecturer

FAC-LECT

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	51	51		2		2		2	
<b>Male</b>	29	29	57%	2	100%	2	100%	2	100%
<b>Female</b>	20	20	39%	-	0%	-	0%	-	0%
<b>Other</b>	2	2	4%	-	0%	-	0%	-	0%
<b>Total Min</b>	32	32	63%	2	100%	2	100%	2	100%
<b>Asian</b>	6	6	12%	1	50%	1	50%	1	50%
<b>Black</b>	16	16	31%	1	50%	1	50%	1	50%
<b>Hispanic/Latino</b>	8	8	16%	-	0%	-	0%	-	0%
<b>Two or More</b>	2	2	4%	-	0%	-	0%	-	0%
<b>Italian American</b>	2	2	4%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	15	15	29%	-	0%	-	0%	-	0%
								-	
<b>Unknown</b>	2	2	4%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Category Summary

Professional Non-Faculty

Professional Non-Faculty

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	4,797	4,797		38		38		38	
<b>Male</b>	1,545	1,545	32%	8	21%	8	21%	8	21%
<b>Female</b>	2,840	2,840	59%	28	74%	28	74%	28	74%
<b>Other</b>	412	412	9%	2	5%	2	5%	2	5%
<b>Total Min</b>	3,739	3,739	78%	35	92%	35	92%	35	92%
<b>Asian</b>	399	399	8%	1	3%	1	3%	1	3%
<b>Black</b>	1,708	1,708	36%	15	39%	15	39%	15	39%
<b>Hispanic/Latino</b>	1,463	1,463	30%	18	47%	18	47%	18	47%
<b>Two or More</b>	153	153	3%	1	3%	1	3%	1	3%
<b>Italian American</b>	88	88	2%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	721	721	15%	2	5%	2	5%	2	5%
<b>Unknown</b>	249	249	5%	1	3%	1	3%	1	3%

# RECRUITING SUMMARY

**Job Group Summary**

**Accountant**

Acct-PRFL

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	96	96		-		-		-	
<b>Male</b>	43	43	45%	-	0%	-	0%	-	0%
<b>Female</b>	48	48	50%	-	0%	-	0%	-	0%
<b>Other</b>	5	5	5%	-	0%	-	0%	-	0%
<b>Total Min</b>	72	72	75%	-	0%	-	0%	-	0%
<b>Asian</b>	11	11	11%	-	0%	-	0%	-	0%
<b>Black</b>	33	33	34%	-	0%	-	0%	-	0%
<b>Hispanic/Latino</b>	22	22	23%	-	0%	-	0%	-	0%
<b>Two or More</b>	5	5	5%	-	0%	-	0%	-	0%
<b>Italian American</b>	1	1	1%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	17	17	18%	-	0%	-	0%	-	0%
<b>Unknown</b>	6	6	6%	-	0%	-	0%	-	0%

# RECRUITING SUMMARY

**Job Group Summary**

**Administration 3 (Professional)**

ADMIN3

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	4,144	4,144		32		32		32	
<b>Male</b>	1,233	1,233	30%	7	22%	7	22%	7	22%
<b>Female</b>	2,600	2,600	63%	24	75%	24	75%	24	75%
<b>Other</b>	311	311	8%	1	3%	1	3%	1	3%
<b>Total Min</b>	3,210	3,210	77%	29	91%	29	91%	29	91%
<b>Asian</b>	260	260	6%	1	3%	1	3%	1	3%
<b>Black</b>	1,512	1,512	36%	13	41%	13	41%	13	41%
<b>Hispanic/Latino</b>	1,287	1,287	31%	14	44%	14	44%	14	44%
<b>Two or More</b>	137	137	3%	1	3%	1	3%	1	3%
<b>Italian American</b>	84	84	2%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	638	638	15%	2	6%	2	6%	2	6%
<b>Unknown</b>	212	212	5%	1	3%	1	3%	1	3%

# RECRUITING SUMMARY

**Job Group Summary**

**Nurse**

NURSE-PRFL

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	71	71		-		-		-	
<b>Male</b>	8	8	11%	-	0%	-	0%	-	0%
<b>Female</b>	45	45	63%	-	0%	-	0%	-	0%
<b>Other</b>	18	18	25%	-	0%	-	0%	-	0%
<b>Total Min</b>	52	52	73%	-	0%	-	0%	-	0%
<b>Asian</b>	10	10	14%	-	0%	-	0%	-	0%
<b>Black</b>	27	27	38%	-	0%	-	0%	-	0%
<b>Hispanic/Latino</b>	15	15	21%	-	0%	-	0%	-	0%
<b>Two or More</b>	-	-	0%	-	0%	-	0%	-	0%
<b>Italian American</b>	-	-	0%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	10	10	14%	-	0%	-	0%	-	0%
<b>Unknown</b>	9	9	13%	-	0%	-	0%	-	0%

# RECRUITING SUMMARY

**Job Group Summary**

**IT Computer Professional**

IT-PRFL

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	486	486		6		6		6	
<b>Male</b>	261	261	54%	1	17%	1	17%	1	17%
<b>Female</b>	147	147	30%	4	67%	4	67%	4	67%
<b>Other</b>	78	78	16%	1	17%	1	17%	1	17%
<b>Total Min</b>	405	405	83%	6	100%	6	100%	6	100%
<b>Asian</b>	118	118	24%	-	0%	-	0%	-	0%
<b>Black</b>	136	136	28%	2	33%	2	33%	2	33%
<b>Hispanic/Latino</b>	139	139	29%	4	67%	4	67%	4	67%
<b>Two or More</b>	11	11	2%	-	0%	-	0%	-	0%
<b>Italian American</b>	3	3	1%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	56	56	12%	-	0%	-	0%	-	0%
<b>Unknown</b>	22	22	5%	-	0%	-	0%	-	0%



ECRUITING SUMMARY

Category Summary

Craft Workers

Craft Workers

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	473	473		6		6		6	
<b>Male</b>	374	374	79%	5	83%	5	83%	5	83%
<b>Female</b>	11	11	2%	1	17%	1	17%	1	17%
<b>Other</b>	88	88	19%	-	0%	-	0%	-	0%
<b>Total Min</b>	306	306	65%	5	83%	5	83%	5	83%
<b>Asian</b>	21	21	4%	-	0%	-	0%	-	0%
<b>Black</b>	127	127	27%	4	67%	4	67%	4	67%
<b>Hispanic/Latino</b>	150	150	32%	1	17%	1	17%	1	17%
<b>Two or More</b>	6	6	1%	-	0%	-	0%	-	0%
<b>Italian American</b>	19	19	4%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	122	122	26%	-	0%	-	0%	-	0%
<b>Unknown</b>	26	26	5%	1	17%	1	17%	1	17%

RECRUITING SUMMARY

Category Summary

Administrative Support

Administrative Support Workers

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	183	183		2		2		2	
<b>Male</b>	42	42	23%	1	50%	1	50%	1	50%
<b>Female</b>	114	114	62%	1	50%	1	50%	1	50%
<b>Other</b>	27	27	15%	-	0%	-	0%	-	0%
<b>Total Min</b>	158	158	86%	2	100%	2	100%	2	100%
<b>Asian</b>	12	12	7%	1	50%	1	50%	1	50%
<b>Black</b>	75	75	41%	1	50%	1	50%	1	50%
<b>Hispanic/Latino</b>	65	65	36%	-	0%	-	0%	-	0%
<b>Two or More</b>	6	6	3%	-	0%	-	0%	-	0%
<b>Italian American</b>	1	1	1%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	11	11	6%	-	0%	-	0%	-	0%
<b>Unknown</b>	13	13	7%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

**Job Group Summary**  
**CUNY Office Assistant**

COA

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	183	183		2		2		2	
<b>Male</b>	42	42	23%	1	50%	1	50%	1	50%
<b>Female</b>	114	114	62%	1	50%	1	50%	1	50%
<b>Other</b>	27	27	15%	-	0%	-	0%	-	0%
<b>Total Min</b>	158	158	86%	2	100%	2	100%	2	100%
<b>Asian</b>	12	12	7%	1	50%	1	50%	1	50%
<b>Black</b>	75	75	41%	1	50%	1	50%	1	50%
<b>Hispanic/Latino</b>	65	65	36%	-	0%	-	0%	-	0%
<b>Two or More</b>	6	6	3%	-	0%	-	0%	-	0%
<b>Italian American</b>	1	1	1%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	11	11	6%	-	0%	-	0%	-	0%
<b>Unknown</b>	13	13	7%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

**Job Group Summary**

**Laborers and Helpers**

LABOR-HLPR

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	142	142		1		1		1	
<b>Male</b>	109	109	77%	1	100%	1	100%	1	100%
<b>Female</b>	5	5	4%	-	0%	-	0%	-	0%
<b>Other</b>	28	28	20%	-	0%	-	0%	-	0%
<b>Total Min</b>	99	99	70%	1	100%	1	100%	1	100%
<b>Asian</b>	7	7	5%	-	0%	-	0%	-	0%
<b>Black</b>	49	49	35%	-	0%	-	0%	-	0%
<b>Hispanic/Latino</b>	41	41	29%	1	100%	1	100%	1	100%
<b>Two or More</b>	1	1	1%	-	0%	-	0%	-	0%
<b>Italian American</b>	3	3	2%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	28	28	20%	-	0%	-	0%	-	0%
<b>Unknown</b>	12	12	8%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Job Group Summary

Skilled Trades

SKLTRD

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	331	331		5		5		5	
<b>Male</b>	265	265	80%	4	80%	4	80%	4	80%
<b>Female</b>	6	6	2%	1	20%	1	20%	1	20%
<b>Other</b>	60	60	18%	-	0%	-	0%	-	0%
<b>Total Min</b>	207	207	63%	4	80%	4	80%	4	80%
<b>Asian</b>	14	14	4%	-	0%	-	0%	-	0%
<b>Black</b>	78	78	24%	4	80%	4	80%	4	80%
<b>Hispanic/Latino</b>	109	109	33%	-	0%	-	0%	-	0%
<b>Two or More</b>	5	5	2%	-	0%	-	0%	-	0%
<b>Italian American</b>	16	16	5%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	94	94	28%	-	0%	-	0%	-	0%
<b>Unknown</b>	14	14	4%	1	20%	1	20%	1	20%

RECRUITING SUMMARY

Category Summary

Technicians

Technicians

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	698	698		5		5		5	
<b>Male</b>	293	293	42%	1	20%	1	20%	1	20%
<b>Female</b>	305	305	44%	3	60%	3	60%	3	60%
<b>Other</b>	100	100	14%	1	20%	1	20%	1	20%
<b>Total Min</b>	557	557	80%	3	60%	3	60%	3	60%
<b>Asian</b>	102	102	15%	-	0%	-	0%	-	0%
<b>Black</b>	198	198	28%	3	60%	3	60%	3	60%
<b>Hispanic/Latino</b>	231	231	33%	-	0%	-	0%	-	0%
<b>Two or More</b>	23	23	3%	-	0%	-	0%	-	0%
<b>Italian American</b>	9	9	1%	1	20%	1	20%	1	20%
<b>White (Not Ital)</b>	104	104	15%	-	0%	-	0%	-	0%
<b>Unknown</b>	28	28	4%	1	20%	1	20%	1	20%

# RECRUITING SUMMARY

**Job Group Summary**

**Administration 4 (College Lab Tech)**

ADMIN4

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	451	451		4		4		4	
<b>Male</b>	194	194	43%	-	0%	-	0%	-	0%
<b>Female</b>	192	192	43%	3	75%	3	75%	3	75%
<b>Other</b>	65	65	14%	1	25%	1	25%	1	25%
<b>Total Min</b>	340	340	75%	3	75%	3	75%	3	75%
<b>Asian</b>	73	73	16%	-	0%	-	0%	-	0%
<b>Black</b>	117	117	26%	3	75%	3	75%	3	75%
<b>Hispanic/Latino</b>	135	135	30%	-	0%	-	0%	-	0%
<b>Two or More</b>	13	13	3%	-	0%	-	0%	-	0%
<b>Italian American</b>	8	8	2%	1	25%	1	25%	1	25%
<b>White (Not Ital)</b>	84	84	19%	-	0%	-	0%	-	0%
<b>Unknown</b>	19	19	4%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Job Group Summary

Print Shop

PRINT-TECH

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	247	247		1		1		1	
<b>Male</b>	99	99	40%	1	100%	1	100%	1	100%
<b>Female</b>	113	113	46%	-	0%	-	0%	-	0%
<b>Other</b>	35	35	14%	-	0%	-	0%	-	0%
<b>Total Min</b>	217	217	88%	-	0%	-	0%	-	0%
<b>Asian</b>	29	29	12%	-	0%	-	0%	-	0%
<b>Black</b>	81	81	33%	-	0%	-	0%	-	0%
<b>Hispanic/Latino</b>	96	96	39%	-	0%	-	0%	-	0%
<b>Two or More</b>	10	10	4%	-	0%	-	0%	-	0%
<b>Italian American</b>	1	1	0%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	20	20	8%	-	0%	-	0%	-	0%
<b>Unknown</b>	9	9	4%	1	100%	1	100%	1	100%



RECRUITING SUMMARY

Category Summary

Service Workers and Others

Service Workers and Others

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	660	660		9		9		9	
<b>Male</b>	444	444	67%	7	78%	7	78%	7	78%
<b>Female</b>	90	90	14%	2	22%	2	22%	2	22%
<b>Other</b>	126	126	19%	-	0%	-	0%	-	0%
<b>Total Min</b>	585	585	89%	9	100%	9	100%	9	100%
<b>Asian</b>	12	12	2%	-	0%	-	0%	-	0%
<b>Black</b>	334	334	51%	6	67%	6	67%	6	67%
<b>Hispanic/Latino</b>	218	218	33%	3	33%	3	33%	3	33%
<b>Two or More</b>	19	19	3%	-	0%	-	0%	-	0%
<b>Italian American</b>	7	7	1%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	34	34	5%	-	0%	-	0%	-	0%
<b>Unknown</b>	34	34	5%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Job Group Summary

Campus Peace Officer-Sergeant

CPSS

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	51	51		4		4		4	
<b>Male</b>	36	36	71%	3	75%	3	75%	3	75%
<b>Female</b>	9	9	18%	1	25%	1	25%	1	25%
<b>Other</b>	6	6	12%	-	0%	-	0%	-	0%
<b>Total Min</b>	40	40	78%	4	100%	4	100%	4	100%
<b>Asian</b>	1	1	2%	-	0%	-	0%	-	0%
<b>Black</b>	19	19	37%	2	50%	2	50%	2	50%
<b>Hispanic/Latino</b>	15	15	29%	2	50%	2	50%	2	50%
<b>Two or More</b>	5	5	10%	-	0%	-	0%	-	0%
<b>Italian American</b>	1	1	2%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	8	8	16%	-	0%	-	0%	-	0%
<b>Unknown</b>	2	2	4%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

Job Group Summary

Custodial

CUST

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	552	552		4		4		4	
<b>Male</b>	366	366	66%	3	75%	3	75%	3	75%
<b>Female</b>	77	77	14%	1	25%	1	25%	1	25%
<b>Other</b>	109	109	20%	-	0%	-	0%	-	0%
<b>Total Min</b>	497	497	90%	4	100%	4	100%	4	100%
<b>Asian</b>	10	10	2%	-	0%	-	0%	-	0%
<b>Black</b>	288	288	52%	3	75%	3	75%	3	75%
<b>Hispanic/Latino</b>	185	185	34%	1	25%	1	25%	1	25%
<b>Two or More</b>	12	12	2%	-	0%	-	0%	-	0%
<b>Italian American</b>	6	6	1%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	22	22	4%	-	0%	-	0%	-	0%
<b>Unknown</b>	27	27	5%	-	0%	-	0%	-	0%

RECRUITING SUMMARY

**Job Group Summary**  
**Custodial Supervisor**

CUST-SUPV

	Records	Applicant	Appl%	Interview	Int%	Offer	Off%	Hire	Hire%
<b>Total</b>	57	57		1		1		1	
<b>Male</b>	42	42	74%	1	100%	1	100%	1	100%
<b>Female</b>	4	4	7%	-	0%	-	0%	-	0%
<b>Other</b>	11	11	19%	-	0%	-	0%	-	0%
<b>Total Min</b>	48	48	84%	1	100%	1	100%	1	100%
<b>Asian</b>	1	1	2%	-	0%	-	0%	-	0%
<b>Black</b>	27	27	47%	1	100%	1	100%	1	100%
<b>Hispanic/Latino</b>	18	18	32%	-	0%	-	0%	-	0%
<b>Two or More</b>	2	2	4%	-	0%	-	0%	-	0%
<b>Italian American</b>	-	-	0%	-	0%	-	0%	-	0%
<b>White (Not Ital)</b>	4	4	7%	-	0%	-	0%	-	0%
<b>Unknown</b>	5	5	9%	-	0%	-	0%	-	0%

## APPENDIX H - UTILIZATION OF INDIVIDUALS WITH DISABILITIES

### Bronx CC

Appendix H presents utilization of Individuals with Disabilities ("IWD") by Job Group.

The federal benchmark for Individuals with Disabilities is 7.0% for each Job Group. However, there is no requirement to set placement goals.

Total Individual(s) with Disabilities:	14	Percent of total reported employees:	1.5%
--	----	--------------------------------------	------

## APPENDIX H - UTILIZATION OF INDIVIDUALS WITH DISABILITIES

### Category: Executive/Administrative/Managerial

Job Group	Staff	Indiv. with Disabilities	Rate
Administration 1 (Executive)	21	0	0.0%
Administration 2 (Manager)	66	1	1.5%
Facility Manager	2	0	0.0%
IT Computer Manager	4	0	0.0%
Security Manager	3	0	0.0%

### Category: Professional Faculty

Job Group	Staff	Indiv. with Disabilities	Rate
Faculty-Professorial	268	4	1.5%
Faculty-Instructor	2	0	0.0%
Faculty-Developmental	20	0	0.0%
Faculty-Lecturer	55	3	5.5%

### Category: Professional Non-Faculty

Job Group	Staff	Indiv. with Disabilities	Rate
Accountant	4	0	0.0%
Administration 3 (Professional)	141	2	1.4%
Administration 5 (Engineer-Architect)	2	0	0.0%
Disability Accomm. Spec	1	0	0.0%
IT Computer Professional	29	0	0.0%

### Category: Administrative Support Workers

Job Group	Staff	Indiv. with Disabilities	Rate
Accountant Assistant	9	0	0.0%
Administrative Assistant	14	0	0.0%
Office Assistant	87	1	1.1%
Mail Services Worker	2	0	0.0%

### Category: Craft Workers

Job Group	Staff	Indiv. with Disabilities	Rate
Basic Crafts-Buildings and Grounds	10	1	10.0%
Laborers and Helpers	18	0	0.0%
Skilled Trades-Supervisor	4	0	0.0%
Skilled Trades	32	0	0.0%

### Category: Technicians

Job Group	Staff	Indiv. with Disabilities	Rate
Administration 4 (College Lab Tech)	32	1	3.1%
Broadcast/Media	1	0	0.0%
IT Support Technician	14	0	0.0%
Print Shop	4	0	0.0%

### Category: Service Workers and Others

Job Group	Staff	Indiv. with Disabilities	Rate
Campus Peace Officer-Sergeant	15	0	0.0%
Campus Peace Officer-Level 2	7	0	0.0%
Campus Peace Officer-Level 1	41	1	2.4%
Custodial Supervisor	11	0	0.0%
Custodial	46	0	0.0%