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

Contact:
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John Jay College of Criminal Justice
524 West 59th Street
New York, NY 10019
Haaren Hall, Room 622T
Email: gleal@jjay.cuny.edu

Please contact the Interim Chief Diversity Officer, Gabriela Leal, via the contact information above, if you require assistance with reading this document due to a disability.

This plan is available for review at:
http://www.jjay.cuny.edu/cuny-affirmative-action-program
and at the college campus:
John Jay College of Criminal Justice
524 West 59th Street, New York, NY 10019
Haaren Hall, Room 622T
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PART ONE: INTRODUCTION AND BACKGROUND

This report is the annual update of the Affirmative Action Plan (AAP) for federal contractors as required by federal regulations related to:

- Presidential Executive Order 11246, for women and federally protected racial/ethnic groups
- Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, for protected Veterans
- Section 503 of the Rehabilitation Act of 1973, as amended, for Individuals with Disabilities

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


Part One (this section) describes the College and those individuals and groups with responsibility for Affirmative Action and Diversity programs.

The Census Date for employees is June 1, 2019. The Plan Reporting Year (basis for historical data) is June 1, 2018–May 31, 2019. The Program Year is September 1, 2019–August 31, 2020.

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

LOCATION, DEGREES, ACCREDITATIONS

John Jay College of Criminal Justice is a senior college of the City University of New York (CUNY) located steps from Lincoln Center at the cultural heart of New York City under the leadership of President Karol V. Mason. John Jay is an internationally recognized leader in educating for justice, and a Hispanic-serving institution that has been ranked third in the nation in black student success and a top ten institution for promoting student social mobility. The College is proud to serve a diverse and dynamic student body that includes nearly 50 percent of students who are first in their family to attend college as well as students who are immigrants, from low-income families, or from other historically underrepresented groups.

Founded in 1964, John Jay is known for preparing its 15,000 students to serve the public interest as ethical leaders and engaged citizens. John Jay students are defined by their resilience, their passion for justice, and their aspiration to public service. John Jay alumni – now 65,000 strong – have long held leadership roles in public-sector agencies, non-profit organizations, and private companies in the U.S. and worldwide.

John Jay offers undergraduate degrees in 31 majors, including Criminal Justice, Forensic Psychology, Law and Society, Global History and Cell and Molecular Biology. Students can also choose from any of 40 minors. In addition, John Jay is a member of the CUNY’s Macaulay Honors College. The graduate program offers 16 master’s degree, including Digital Forensics and Cyber Security and International Crime and Justice. Online master’s degree programs are offered in Emergency Management, Security Management and Public Administration. The joint BA/MA programs provide academically advanced students, who are studying criminal justice, forensic psychology and public administration, the opportunity to pursue both degrees simultaneously. The joint MA/JD programs are offered in conjunction with New York Law School, and the College also houses the CUNY Doctoral Programs in Criminal Justice and Forensic Psychology.

John Jay College is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Council of Graduate Schools in the United States. The College is an institutional members of the Nation Association of Schools if Public Affairs and Administration (NASPAA). Additionally, John Jay programs are registered with the New York State Education Department.

The strength, reputation and vitality of the College are embodied in the academic excellence of its faculty, many of whom are recognized experts in such areas as DNA analysis, profiling, drug abuse trends, forensic accounting, eyewitness identification, criminal law, cybercrime, police methods and crime reduction strategies. Through their research, some of which involves students, the faculty advances knowledge and informs professional practices that build and sustain just societies.

John Jay has become a national convener of justice issues, a nonpartisan forum for data-driven conversations about justice in all its dimensions. The College hosts many conferences on a range of topics to promote national, international and interdisciplinary exploration of justice issues in
their broadest sense. These events, such as the Smart on Crime conference, bring together prominent scholars, practitioners, government leaders, justice advocates and international organizations.

The College is home to 11 vibrant centers and institutes that produce intelligence that is used by corporations, academic researchers, policy makers and the media. One of the best-known research centers is the National Network for Safe Communities, directed by David Kennedy, the preeminent scholar in the field of crime and gang violence reduction strategies. The Center for Policing Equity is led by renowned sociologist Dr. Philip Atiba Goff. Other well-respected research centers at John Jay include the Center for Cybercrime Studies, Center for International Human Rights, Center on Terrorism, the Christian Regenhard Center for Emergency Response Studies, Prisoner Reentry Institute and the Center on Media, Crime and Justice.

History

In the mid-1950s, civil leaders and the New York City Police Department became increasingly aware of the growing complexity of police work, not only in the internal administration and operation of the department, but also in the ongoing relations between police and the community. In response to these concerns, a Police Science Program was established in 1954 at the then Baruch School of Business and Public Administration of City College. This program emphasized a strong liberal arts curriculum as the basis of a sound police education.

Over the next decade, the program grew substantially attracting larger and larger numbers of students. By 1964, a special committee convened by the Board of Higher Education recommended the establishment of an independent degree granting school of police science. The College of Police Science of the City University of New York (CUNY) was thus established and in September 1965 it admitted its first class of students.

Within a year, it became clear that the name assigned to the College did not adequately represent the mission of the College. In recognition of its broad education objectives in the process of criminal justice, development of leadership and emphasis on professional achievement in public service, the college was renamed John Jay College of Criminal Justice, in honor of the first Chief Justice of the U.S. Supreme Court.

Today, a thriving, urban, multicultural institution and a senior college of CUNY, John Jay attracts motivated students of proven achievement who have the intellectual acuity, commitment to public service and social justice in order to confront the challenges of crime, justice, and public safety in a free society. Their ability and drive, along with the superb, professional education for which John Jay is known, have established the College’s national and international reputation for excellence in criminal justice and public service education.

Mission

John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College’s liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.
Our students are eager to engage in original research and experiential learning, excited to study in one of the world’s most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarships and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workplace. The breadth of our community motivates us to question our assumptions to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.

**ORGANIZATION CHART**

*Appendix A* displays an organization chart.

**RELEVANT POLICIES**


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

[Click for CUNY’s Policies](https://www.cuny.edu/about/administration/offices/hr/policies-and-procedures/)

**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 original Affirmative Action Policy 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 policy states:

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.

Further information is available using the links below (accurate as of May, 2019).

The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of a number of protected characteristics as per federal, state and local law, and addresses sex discrimination other than sexual misconduct.

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 report crime statistics, including statistics relating to sexual violence, under the federal Jeanne Clery Act. Information is available from the Office of Public Safety at https://www.jjay.cuny.edu/department-public-safety

Other Policies

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 non-discrimination policy is reaffirmed by the President annually. Appendix B contains a copy of the annual Reaffirmation Letter which was issued September 17, 2019.

RESPONSIBILITY FOR IMPLEMENTATION

While the entire College community participates in promoting diversity and inclusion, the College has assigned certain responsibilities as noted below.

The President

The President, Karol V. Mason, oversees implementation of Affirmative Action and diversity programs to assure 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 (ADA) 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 releases required reports, including this Affirmative Action Plan.

Chief Diversity Officer

The President has designated Gabriela Leal, Esq., Interim Director of Compliance and Diversity as the Interim Chief Diversity Officer (CDO) and primary designee who:

- 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
- Evaluates the impact of Affirmative Action programs and initiatives
- Prepares and communicates Affirmative Action Plan reports
- Consults with hiring teams and managers on recruitment and selection, overseeing
recruitment plans and effective recruitment/selection strategies 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 help develop, and implement the Affirmative Action Plan.

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

The College has a standing committee advising the President on affirmative action policy, reviewing the impact of 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:
- **Silvia Montalban**: Director of Compliance and Diversity
- **Michael Martinez-Sachs**: Assistant Vice President of Student Affairs and Dean of Students
- **Henry Cruz**: Diversity Initiatives Coordinator, Office of Compliance and Diversity
- **Gabriela Leal**: Deputy-Director, Office of Compliance and Diversity
- **Mindy Bockstein**: Executive Director, External Affairs
- **Daniel DiPrenda**: Adjunct Professor, Law and Police Science
- **Delmar Dualeh**: Faculty Counselor, SEEK/Adjunct Professor
- **Cheryl Franks**: Faculty Counselor, SEEK/Adjunct Professor
- **Rulisa Galloway-Perry**: Academic Advising Director and Senior Co-Curricular Administrator, Africana Studies
- **Laura Ginns**: Vice President, Public Affairs and Strategic Initiatives
- **Jessica Gordon-Nembhard**: Chair, Africana Studies
- **Nadia Griffith-Allen**: Deputy Director, Office of Accessibility Services
- **Sylvia Lopez-Crespo**: Director, Financial Aid
- **Mayra Nieves**: Senior International Officer, Academic Affairs
- **Danielle Officer**: Director, Center for Student Involvement & Leadership
- **Chrissy Pacheco**: SEEK Financial Aid Coordinator/Foster Care Initiative Financial Aid Liaison
- **Allison Pease**: Associate to the Provost for Faculty & English Professor
- **Richard Pusateri**: Military and Veteran’s Services Manager
- **Jodie G. Roure**: Associate Professor, Latin American and Latina/o Studies
- **Raj Singh**: Assistant Vice President Administration
- **Rama Sudhakar**: Chief Communications Officer, Marketing & communications
- **Daryl A. Wout**: Associate Professor, Psychology
- **Peggilee Wupperman**: Associate Professor, Psychology
- **Gina Foster**: Director, Teaching & Learning Center
University Management

The University’s Office of Recruitment and Diversity (ORD) establishes job groups and other report parameters and prepares summary statistics. ORD also reports on overall progress to senior management and sponsors several diversity programs to be described later in this document. Details of University reports and diversity programs are provided here: Click for University Diversity Resources
PART TWO: DATA AND ANALYSIS

The College analyzes workforce data to reflect regulations and best practices. No one method provides a complete picture, and none should be used exclusively. 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.

Details on these prescribed methods are provided in by the U.S. Department of Labor’s Office of Contract Compliance Programs (OFCCP) at: Click for U.S. Department of Labor Website

DATA SOURCES FOR THIS REPORT

Employee Data

The main data source for current employees is an extract from CUNY’s system of record, CUNYFirst, of full-time active employees as of June 1, 2019 (downloaded in early July). The population includes individuals on selected paid leaves, such as medical leave or fellowship/sabbatical leave. We do not include individuals on retirement/terminal leaves, student workers or individuals employed by CUNY’s separate Research Foundation.

CUNY’s employees are invited to self-identify as members of protected groups. Employees may update their selection at any time via an Employee Self-Service portal, and the College last conducted a self-identification canvas in May 2018. It contacted employees via email, providing instructions and a Question and Answer document explaining the reasons behind collecting self-identification data, and stressing that providing this information was voluntary. The next comprehensive canvas is scheduled for 2020.

The same choices are available to job applicants, who are invited to self-identify using the job application portal in CUNYFirst.
Self-Identification Categories

To evaluate representation by race/ethnicity, we use federally-mandated categories:

- Total Minority – total of all groups other than White, reported as a single category
- Asian – consolidates choices of Asian, Hawaiian, and Other Pacific Islander
- Black/African American
- Hispanic/Latino
- White (not a protected group).

American Indian/Alaska Native and Two or More Races are included under Total Minority but not separately reported. Hispanic/Latino is a choice that has priority, so, if for example a person identifies as both Hispanic/Latino and Asian, they are recorded as Hispanic/Latino, and not as Two or More Races.

We also ask for identification of Italian American ethnicity consistent with University legal settlements dating to the 1990’s. Information on Italian Americans is analyzed in a separate Italian American Affirmative Action Plan. To retain overall comparisons to individuals in federal categories and to prevent double-counting, Italian Americans are not included in the Total Minority category in either plan. If an individual identifies in a federally-protected race/ethnicity and as Italian American, we default to the federally-protected race/ethnicity, again to prevent double counting.

To evaluate representation by gender, we use federally-mandated categories of Male and Female. Our system captures non-binary general identification but only individuals identifying as “female” are included in the protected gender category.

Of a total of 1,047 employees, 0 employees did not identify a gender and 16 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/ethnicity). Although not part of the John Jay community, analysis calculations for the Affirmative Action Plan purposes would generally include individuals who did not specify a gender and/or ethnicity in the Workforce Analysis.

Of a total of 1,047 employees, 240 employees did not identify a Veteran status and 975 did not identify a Disability status. Self-identification in these categories is a priority for future self-identification campaigns.

Labor Market Source Data

One of the required reviews is a comparison of the employee population with the Labor Market from which the college would reasonably recruit, train, or promote. The University re-calculated availability for this year’s report. Given that estimates were substantially updated for this cycle; some availability estimates are materially different from those in prior plans. The following is a general summary of data sources for this year’s report as compared to the previous plans.
<table>
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<th>Used for This Report</th>
<th>Used for 2017 and 2018 Reports</th>
<th>Impact</th>
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<tr>
<td>For internal candidates, CUNY-wide review of employee appointments over 2016-2017 and 2017-2018 to determine weighting and feeder jobs. Employee population based on June 1, 2018 census (start of last plan year).</td>
<td>Based on various reviews performed between 2011 and 2015. Last updated in 2015.</td>
<td>Advances data by between three and seven years, depending on group.</td>
</tr>
<tr>
<td>Faculty discipline estimates based on the US Dept. of Education’s National Center for Education Statistics’ Integrated Post-Secondary Education Data System (IPEDS) completion data for 2015-2016 (final). Disciplines evaluated by Classification of Instructional Programs (CIP), most often at the two-digit level (major category).</td>
<td>IPEDS degree completion data for 2013-2014.</td>
<td>Advances data by two years.</td>
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**WORKFORCE ANALYSIS**

The Workforce Analysis is a review of overall representation of females and minorities by division, department and title/rank. It is presented by job title in a hierarchical order so that higher paid/higher ranked jobs are listed first. It is used to evaluate diversity by organizational unit rather than job group.

Due to length, Workforce Analysis charts are not included here.

Presently, the college is 55.7% female and 56.6% total minority. This overall composition is significant; however, some work is needed around the Professional Faculty workforce and the Executive/Administrative/Managerial workforce. In particular, the Faculty-Professorial Group reports a 49.1% female and 33.8% minority. The Administration 1 (Executive) Group reports a 47.8% female and 34.8% minority.

The College conducted a successful self-identification canvas 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, while stressing that providing this information was voluntary.

In total, 0 employees at the College did not identify a gender and only 16 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).

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

This section summarizes design issues underlying the analyses.

**Job Groups**

With the exception of the Workforce Analysis (reviewed by department), we analyze data by job group (jobs with similar duties, qualifications, and other conditions of employment). The University establishes the job groups and reviews them annually. These are detailed in Appendix C, with a summary at the end of this section.

Each employer defines its own job groups, but all groups can be summarized into larger, standard categories which are referred to as EEO-1 categories.

This year, the University made the following updates:

- The Peace Officer groups were adjusted so that there is a Campus Security Assistant job group and a Campus Peace Officer job group. Previously, Campus Peace Officer-1 was comprised of Campus Security Assistant and Campus Peace Officer Level 1, and Campus Peace Officer Level 2 was in a separate group. It was determined by consulting with the University’s Civil Service Unit that the adjusted groupings more closely reflected duties and qualification requirements.

- The title of Supervisor – Maintenance and Labor was moved from “Skilled Trades Supervisory” to “Craft-Buildings and Grounds” recognizing that this title does not supervise titles in the Skilled Trades and has different qualification requirements.

- The University introduced three new titles to the Broadcast/Media Job Group related to Media and Production.

- The University introduced other titles, most in the executive ranks, assigned to job groups as appropriate.

**Disciplines**

We conduct an additional level of review for Faculty and College Laboratory Technicians with groupings based on discipline. With few exceptions, faculty departments are assigned to disciplines within the Classification of Instructional Programs (CIP), previously described. Discipline for College Laboratory Technicians was determined by assigning departments to
## Executive/Administrative/Managerial

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration 1 (Executive)</td>
<td>23</td>
<td>11</td>
<td>47.8%</td>
<td>8</td>
<td>34.8%</td>
</tr>
<tr>
<td>Administration 2 (Manager)</td>
<td>164</td>
<td>118</td>
<td>72.0%</td>
<td>94</td>
<td>57.3%</td>
</tr>
<tr>
<td>Facility Manager</td>
<td>5</td>
<td>2</td>
<td>40.0%</td>
<td>3</td>
<td>60.0%</td>
</tr>
<tr>
<td>IT Computer Manager</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td>Security Manager</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>100.0%</td>
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## Professional Faculty

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
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</thead>
<tbody>
<tr>
<td>Faculty-Professorial</td>
<td>346</td>
<td>170</td>
<td>49.1%</td>
<td>117</td>
<td>33.8%</td>
</tr>
<tr>
<td>Faculty Librarians</td>
<td>11</td>
<td>10</td>
<td>90.9%</td>
<td>3</td>
<td>27.3%</td>
</tr>
<tr>
<td>Faculty-Lecturer</td>
<td>55</td>
<td>23</td>
<td>41.8%</td>
<td>22</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

## Professional Non-Faculty

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>4</td>
<td>3</td>
<td>75.0%</td>
<td>4</td>
<td>100.0%</td>
</tr>
<tr>
<td>Administration 3 (Professional)</td>
<td>183</td>
<td>134</td>
<td>73.2%</td>
<td>130</td>
<td>71.0%</td>
</tr>
<tr>
<td>IT Computer Professional</td>
<td>30</td>
<td>10</td>
<td>33.3%</td>
<td>25</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

## Administrative Support Workers

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant Assistant</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
<td>3</td>
<td>100.0%</td>
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<tr>
<td>Administrative Assistant</td>
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<td>4</td>
<td>100.0%</td>
<td>4</td>
<td>100.0%</td>
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<tr>
<td>Office Assistant</td>
<td>36</td>
<td>32</td>
<td>88.9%</td>
<td>32</td>
<td>88.9%</td>
</tr>
<tr>
<td>Mail Services Worker</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td>100.0%</td>
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</table>

## Craft Workers

<table>
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<tr>
<th>Job Group</th>
<th>Staff</th>
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<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Crafts-Buildings and Grounds</td>
<td>9</td>
<td>7</td>
<td>77.8%</td>
<td>7</td>
<td>77.8%</td>
</tr>
<tr>
<td>Laborers and Helpers</td>
<td>13</td>
<td>12</td>
<td>92.3%</td>
<td>12</td>
<td>92.3%</td>
</tr>
<tr>
<td>Skilled Trades-Supervisor</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>18</td>
<td>4</td>
<td>22.2%</td>
<td>4</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

## Technicians

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration 4 (College Lab Tech)</td>
<td>12</td>
<td>9</td>
<td>75.0%</td>
<td>7</td>
<td>58.3%</td>
</tr>
<tr>
<td>Broadcast/Media</td>
<td>6</td>
<td>4</td>
<td>66.7%</td>
<td>4</td>
<td>66.7%</td>
</tr>
<tr>
<td>IT Support Technician</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
<td>4</td>
<td>100.0%</td>
</tr>
<tr>
<td>Print Shop</td>
<td>6</td>
<td>2</td>
<td>33.3%</td>
<td>4</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

## Service Workers and Others

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
<th>Female #</th>
<th>Female %</th>
<th>Minority #</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Public Safety Sergeant</td>
<td>11</td>
<td>1</td>
<td>9.1%</td>
<td>8</td>
<td>72.7%</td>
</tr>
<tr>
<td>Campus Peace Officer</td>
<td>20</td>
<td>6</td>
<td>30.0%</td>
<td>19</td>
<td>95.0%</td>
</tr>
<tr>
<td>Campus Security Assistant</td>
<td>25</td>
<td>18</td>
<td>72.0%</td>
<td>24</td>
<td>96.0%</td>
</tr>
<tr>
<td>Custodial Supervisor</td>
<td>5</td>
<td>1</td>
<td>20.0%</td>
<td>5</td>
<td>100.0%</td>
</tr>
<tr>
<td>Custodial</td>
<td>46</td>
<td>23</td>
<td>50.0%</td>
<td>42</td>
<td>91.3%</td>
</tr>
</tbody>
</table>
either a Scientific/Engineering/Technical group or a General group.

This year, the discipline of “Public Administration and Social Work” was split into its component parts at the request of units with large departments in these disciplines.

**Appendix D** presents a listing of faculty disciplines with the underlying academic departments at the College, noting any necessary exceptions.

**Exhibit: Job Groups and Staffing 6/1/19**

See following page.
Labor Market Availability Calculations

Labor Market Availability is an estimate 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 (internal or external). CUNY typically reviews Labor Market Availability every other year, and revised the estimates for this plan.

Appendix C and Appendix D referenced above provide details about the basis of availability calculations for each job group and discipline.

Internal Labor Market
The internal labor market is considered to be University-wide and currently reflects the full-time employee population. Estimates were based on a review of 2016-2017 and 2017-2018 job moves of CUNY employees. The result is an estimated weighting of internal hiring by job group and identification of feeder jobs and conditions (such as permanency status). We identified feeder jobs regardless of the official promotional path. Outliers were excluded.

The availability calculations are based on the Census Date of the last plan year, June 1, 2018, a reasonable estimate of the available internal market between June 1, 2018 and June 1, 2019. This June 1, 2018 census consisted of 20,504 full-time employees.

External Labor Market
Estimates for the external markets vary by job group. The following factors are used:

Internal/External Weighting
The external weighting is based on the review of internal hiring as described above.

Geography
Geography varies by job group and is based on CUNY policy as well as a review of CUNY experience. One of the following geographic labor markets is used:

- A national labor market is applied to the following groups: Administration 1 – Executive, Faculty – Professorial, and Faculty – Instructor Rank. This is consistent with CUNY policies that it should recruit as broadly as possible in these groups; CUNY also can offer relocation assistance for hires in these groups.

- For Faculty in the Lecturer group, a two-state region of New York and New Jersey is utilized because IPEDS completion data is only available by State and recruiting is regional rather than national.

- A New York State-only labor market is applied to the following groups, as due to statute, New York State residency is required for appointments to titles in these groups:
  - College Security Assistant
  - Campus Peace Officer
  - Campus Public Safety Sergeant
  - Security Manager
The New York/New Jersey Metropolitan Statistical Area (MSA) will be utilized as the labor market for all remaining non-faculty job groups. A review of hires in the past year indicates that 98.6% of new hires in these groups reside within this MSA. This area represents a large and highly diverse population.

Qualifications – Other than Collegiate Faculty

- Occupational Group – CUNY compared the Standard Occupational Classification assigned to every job title with the available Census Occupational Codes and determined those codes that would best represent the labor market.

- Degree Requirements – Degree requirements were applied based on the minimum degree requirement for the lowest-ranked job in the job group. These range from No Educational Requirement through Master’s Level degrees for non-faculty.

- Experience Level – in a few cases where there is a requirement for a specific number of years of experience following a degree, we used age as a proxy, utilizing standards created for Census data; for example, a Bachelor’s degree assumes a standard age of 21, so a Bachelor’s degree plus four years of experience would correspond to a minimum age of 25.

Qualifications - Collegiate Faculty – Federal Plan

Collegiate Faculty are assigned to the Professorial, Instructor, or Lecturer job groups. Availability for these groups in the federal plan is based on a combination of degree requirements and academic discipline.

- Degree Requirements – these are applied as follows:
  - Professorial – Doctoral Degree
  - Instructor – Master’s Degree
  - Lecturer – Bachelor’s Degree or Master’s Degree.

- Discipline -- Within each Faculty job group, we analyze utilization by academic program or discipline. The University codes its disciplines using the US Department of Education’s “Classification of Instructional Programs” (CIP). We assign an academic discipline to each academic department using the CIP coding, usually at the 2-digit level (major category). On an exception basis, we either calculate a blended labor market availability for interdisciplinary programs, or create an exception assignment of individual faculty to specific disciplines. Where multiple departments are assigned to the same discipline we may also review a break-out by department within discipline.

UTILIZATION ANALYSIS

We evaluate utilization of females and total minorities by job group as compared with the estimated labor market. While required only for the Total Minority category, CUNY has traditionally included a review by protected ethnicity. The resulting groups are:

- Female
- Total Minority
- Asian/Hawaiian/Other Pacific Islander
• Black/African American
• Hispanic/Latino
• Italian American (Italian American Plan only).

There must be at least five incumbents in order to evaluate a job group. Job groups with 30 or fewer employees produce results that are less reliable, and more variable, than job groups with larger populations.

We report underutilization where the utilization of individuals in a protected group is more than 20% below labor market and where 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 placement goals and enhanced outreach when there are hiring opportunities.

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

Changes in utilization from year to year may arise from multiple factors. Obviously, updates to availability calculations and job groups will have significant impact, but other factors include actual hires, promotions, and separations. It is usually not possible to pinpoint a single, direct cause. In job groups with small numbers of employees, utilization may change substantially even if only single employee is replaced.

The following factors in updating Labor Market Availability may have an impact on underutilization results:

• Change in timing of external data – moving our basis for comparison to more recent years
• Change in internal/external hiring patterns – including the ratio of internal to external hires and the types of jobs from which we recruit internally
• Change in composition of job groups and the mapping of occupational codes to job groups.
• Change in designated geography.

The following Exhibit summarizes staffing and underutilization for each job group at the College with a comparison to the previous year.

Exhibit: Summary of Underutilization and Goals

See following page.
Exhibit: Summary of Historical Changes in Underutilization - Staff and College Lab Techs

**John Jay College**

This is a summary of utilization, and underutilization, of protected groups by staff Job Group. Only those groups with five or more employees are included here. If an entry is missing, this means there was no cohort of five or more employees for that job group in that year.

This version compares underutilization for this report (2019) to two other benchmarks.

The first benchmark is the hypothetical underutilization calculated using 2019 staffing and 2018 Labor Market Availability. This would have been the underutilization were there no changes to Labor Market Calculations.

The second benchmark is the actual underutilization reported in 2018.

<table>
<thead>
<tr>
<th>Category: Executive/Administrative/Managerial</th>
<th>Total Staff</th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/NatHaw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration 1 (Executive)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
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<td></td>
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<tr>
<td>2019</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019 Hypothetical using 2018 Labor Mkt</td>
<td>23</td>
<td></td>
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</tr>
<tr>
<td><strong>Administration 2 (Manager)</strong></td>
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</tr>
<tr>
<td>2018</td>
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<td>2019</td>
<td>164</td>
<td></td>
<td></td>
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<tr>
<td>2019 Hypothetical using 2018 Labor Mkt</td>
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<tr>
<td><strong>Facility Manager</strong></td>
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<td></td>
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</tr>
<tr>
<td>2018</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
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<td></td>
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<td></td>
<td></td>
<td>1</td>
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<tr>
<td>2019 Hypothetical using 2018 Labor Mkt</td>
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<table>
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<th>Category: Professional Non-Faculty</th>
<th>Total Staff</th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/NatHaw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration 3 (Professional)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>178</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2019</td>
<td>183</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019 Hypothetical using 2018 Labor Mkt</td>
<td>183</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>IT Computer Professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>30</td>
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</tr>
<tr>
<td>2019</td>
<td>30</td>
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</tr>
<tr>
<td>2019 Hypothetical using 2018 Labor Mkt</td>
<td>30</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category: Administrative Support Workers</th>
<th>Total Staff</th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/NatHaw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative Assistant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Mail Services Worker</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
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</table>
## Exhibit: Summary of Historical Changes in Underutilization - Staff and College Lab Techs

### Office Assistant

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>33</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>College Lab Techs</td>
<td></td>
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</tr>
</tbody>
</table>

### Category: Craft Workers

#### Basic Crafts-Buildings and Grounds

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Crafts</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Buildings and Grounds</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Laborers and Helpers

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laborers and Helpers</td>
<td>14</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>and Helpers</td>
<td></td>
<td></td>
<td></td>
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#### Skilled Trades

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
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<tbody>
<tr>
<td>Skilled Trades</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Trades</td>
<td></td>
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</table>

### Category: Technicians

#### Administration 4 (College Lab Tech) - Sci/Tech/Eng

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration 4</td>
<td>11</td>
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<td>12</td>
</tr>
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<td>College Lab Techs</td>
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</tbody>
</table>

#### Broadcast/Media

<table>
<thead>
<tr>
<th>Year</th>
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<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
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<td>Media</td>
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#### IT Support Technician

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Support</td>
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<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Technician</td>
<td></td>
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</tr>
</tbody>
</table>

#### Print Shop

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Shop</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Shop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Category: Service Workers and Others

#### Campus Peace Officer

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Peace Officer</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>(2018-CPO Level 1)</td>
<td></td>
<td></td>
</tr>
</tbody>
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#### Campus Public Safety Sergeant

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Public Safety</td>
<td>45</td>
</tr>
<tr>
<td>Sergeant</td>
<td></td>
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</tbody>
</table>
### Exhibit: Summary of Historical Changes in Underutilization - Staff and College Lab Techs

<table>
<thead>
<tr>
<th>Position</th>
<th>2018</th>
<th>2019</th>
<th>2019 Hypothetical using 2018 Labor Mkt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Public Safety Sergeant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Campus Security Assistant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019 Hypothetical using 2018 Labor Mkt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>25</td>
<td>25</td>
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<tr>
<td><strong>Custodial</strong></td>
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<td></td>
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</tr>
<tr>
<td>2018</td>
<td>46</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>46</td>
<td>46</td>
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Exhibit: Summary of Historical Changes in Underutilization - Faculty

John Jay College

This is a summary of utilization, and underutilization, of protected groups by staff faculty Job Group and Discipline. Only those groups with five or more faculty are included here. If an entry is missing, this means there was no group of five or more faculty for that combination of job group + discipline in that year.

This version compares underutilization for this report (2019) to two other benchmarks.

The first benchmark is the hypothetical underutilization calculated using 2019 staffing and 2018 Labor Market Availability. This would have been the underutilization were there no changes to Labor Market Calculations.

The second benchmark is the actual underutilization reported in 2018.

Also, note that in 2019, Librarians are reported separately from other faculty, recognizing that they include faculty with different ranks (Professorial, Instructor, and Lecturer). In 2018 they were reported with Professorial faculty.

<table>
<thead>
<tr>
<th>UNDERUTILIZATION</th>
<th>Total Staff</th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Native Amer./Other Pac. Isl.</th>
<th>Black/African Amer.</th>
<th>Hispanic/Latino</th>
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<tbody>
<tr>
<td><strong>Faculty-Lecturer</strong></td>
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### Exhibit: Summary of Historical Changes in Underutilization - Faculty

**Faculty-Professorial**

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<td>Philosophy and Religious Studies</td>
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<td>2018</td>
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## Exhibit: Summary of Historical Changes in Underutilization - Faculty

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<tr>
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<th>2019 Hypothetical using 2018 Labor Mkt</th>
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<td><strong>Physical Sciences</strong></td>
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<td>2018</td>
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<td><strong>Visual and Performing Arts</strong></td>
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2018 Hypothetical using 2018 Labor Mkt:
- Physical Sciences: 23 to 22
- Psychology: 44 to 44
- Public Administration: 25 to 3
- Public Administration and Social Service Professions: 24 to 25
- Social Sciences: 57 to 58
- Visual and Performing Arts: 9 to 9
Utilization, Underutilization, and Placement Goals

A collection of concurrent factors influence fluctuation in underutilization rates across job categories. In the last reporting period, the College had an increase in new hires which changed the total full-time workforce from 1037 from the prior reporting period to 1047 total employees in this reporting period and on the June 1, 2019 date of record for the employee census for proposes of this plan. The Office of Compliance and Diversity, through the Chief Diversity Officer (CDO) makes a good faith effort by implementing a systematic recruitment protocols that are aligned with CUNY’s search process requirements. The CDO’s Office, in fulfilling its responsibility to monitor fairness in recruitment efforts and hiring, engages in an extensive interactive process. Namely, the CDO confers with HR and the hiring department regarding any targeted recruitment and outreach efforts in order to increase the likelihood that all job applicant pools will yield a diverse array of qualified candidates. The CDO reviews postings for non-discriminatory language and logs each recruitment effort for posted positions. The CDO’s office charges all search committees to ensure that search committee members are aware of underutilization information and diversification commitment of the College. The search committees receive guidance on the CUNY recruitment procedure and on recent relevant legislation and interview guidelines. The search committee is apprised of the incumbency status, as compared to labor market availability, and underutilization data of any protect group.

Additionally, multiple departments engage the community and provide ad-hoc trainings with the goals to increase awareness of discriminatory hiring practices, knowledge of inclusive recruitment strategies and tools to overcome unconscious biases and underutilization.

Through these ongoing dialogues, the College has been driving positive change in underutilization by developing an overall climate for inclusiveness in a diverse workforce.

OTHER ANALYSES

Personnel Activity

We review personnel actions for adverse impact (personnel decisions made at substantially different rates for different groups). We report activity for those groups which have a material number of actions and/or applicants over the previous plan year.

Appendix F provides detail on personnel activity by Job Group, rolling up to larger EEO-1 categories:

- Job Actions by Gender and Ethnicity
- Faculty Tenure Actions by Gender and Ethnicity (by department and by job group).

We compared employee title changes between reference dates (i.e., June 1, 2018 and June 1, 2019). 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 (separated from one group and joined another group). Personnel actions taking place across CUNY colleges are likewise treated as a separation from one college and a hire in the other.

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 department and College-wide Personnel and Budget Committees making recommendations to the President. It is also possible for a faculty member to be hired with Tenure. Faculty reported here received tenure/CCE status effective September 1, 2018.

The tenure report tracks the following statuses:
- Awarded Tenure
- Hired with Tenure
- Denied Tenure (not common).

A review of the tenure decisions effective September 1, 2018 reveals the following: Thirteen (13) members of the professoriate applied and granted tenure. They are specifically made up from ten (10) professorial titles and three (3) are Administrative 4 (CLT).

Four (4) Associate Professors applied and were granted tenure.
- One (1) Assistant Professor applied and was granted tenure. The Assistant Professor identified as Hispanic/Latino, Female.
- Five (5) lecturers applied and were granted tenure. Recipients included two (2) females, two (2) Hispanic/Latino, one (1) Black/African American, and one (1) Asian/Pacific Islander.
- Three (3) College Lab Tech applied and were granted tenure which included three (3) females, one of which identified as Hispanic/Latino.

This process adhered to the policies of the Board of Trustees and in accordance to the contractual obligations with the union.

**Recruiting Activity**

Recruiting and selection should promote diversity as well as operational effectiveness.

Prior to posting a job vacancy, the Chief Diversity Officer reviews posting language from the standpoint of language or requirements that could impose bias. In most cases, the Chief Diversity Officer also reviews a Recruiting Plan for intended outreach.

Many hiring efforts are conducted by a diverse Search Committee, particularly searches for faculty, administrators, and executives. The Chief Diversity Officer or their designee, 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 to ensure diversity. At the end of the recruiting process, the CDO approves the entire search.

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

Appendix G summarizes recruiting and selection by job group based on available data about searches that were concluded with a job offer between June 1, 2018 and May 31, 2019. We report all searches resulting in an offer regardless of whether the search was cancelled at some point after an offer was made.

For some job groups, notably faculty, there is a significant gap between offer and start dates (sometimes six months or more). We track the conclusion of a search based on accepted job offer, not start date, in order to avoid a lag in reporting search results. The impact, however, is that the number of offers reported may not match the number of hires in the personnel exhibits.

Applicant categories follow the federal guidelines for Internet Applicants:

- Applicant (Qualified individual submitting an application for a specific position)
- Interview (Selected for an interview, and interviewed)
- Offer/Hire (Selected for the position)

The Chief Diversity Officer reviews applicant self-identification data and determines if there is a need to adjust recruiting and outreach plans in attract diverse, qualified applicant pools.

As with many higher education institutions, there may be a gap in time between offer and hire for faculty members, as they 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 hire 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.

The actions completed during the previous 12 months are summarized as follow:

Many factors impact the data. One of particular importance was the changes to the availability
rate, the increase in hires and the addition of Substitute hires which are an interim measure to meet staffing demands before recruitment is conducted.

Recruitment efforts do not account Substitute titles thus appointments of substitutes are not monitored by the CDO. This year, John Jay College’s Office of Human Resources started utilizing the TAM feature in CUNYFirst, contributing to rates of interviews, both offers and hires.

There were 61 recruitment searches (some for multiple positions in one posting) 2018-2019. Those searches yielded 4,231 applicants (including searches that failed/cancelled).

**Key:**
1. **API** = Asian/Other Pacific Islander
2. **B/AFAM** = Black/African American
3. **HS** = Hispanic/Latino
4. **TorM** = Two or More
5. **TM** = Total Minority
6. **W** = White
7. **UN** = Unknown
8. **UU** = Underutilization

**Overall Total Summary:**

Out of all total applicants, 11 identified as American Indian/Alaska Native. However, the data breakdown for this group was not available in certain job categories, as identified by an (*).

Applicant: Qualified individual submitting an application for a specific position.
(470 API, 1,100 B/AFAM, 906 HS, 144 TorM = 2,631 Total Minority*, and 1,344 W, and 256 Unknown).

1,523 were Male, 2,148 were Female, 554 were Unknown and 6 self-identified as Other for a total sum of 4,231.

75 were Veterans and 176 identified as having a disability.

There were 247 interviews: 85 were Male, 135 were Female, 27 self-identified as Other (34 API, 63 B/AFAM, 49 HS, 5 TorM = 151 Total Minority; 82 White, 14 Unknown). Job offers consisted of 15 Male, 28 Females and 5 self-identified Other (9 API, 8 B/AFAM, 10 HS and 18 W).

Unfortunately, these numbers remain low compared to the amount of searches we had this year and last year. We estimate that our continuous aggressive outreach will make a difference during the 2019-2020 reporting period.

There were 44 new hires. This is a breakdown of job groups in which there was recruitment and significant changes:

Executive/Administrative/Managerial Summary
Applicants = 812 (API 66, 228 B/AFAM, 160 HS, 32 TorM = 486 Total Minority; 282 W, 43 UN)
411 Female, 1 Other*
Interview = 61 (6 API, 20 B/AFAM, 8 HS = 34 Total Minority; 27 W) 27 Female
Offered = 9 (3 API, 1 B/AFAM, 1 HS = 5 Total Minority; 4 W) 5 Female

Administration 2 (Managers)
Applicants 709 (58 API, 208 B/AFAM, 139 HS, 25 TorM = 431 Total Minority*; 238 W) 398 Female
Interview = 49 (4 API, 17 B/AFAM, 4 HS = 25 Total Minority; 24 W) 27 Female
Offered = 8 (2 API, 1 B/AFAM, 1 HS, 4W) 5 Female

Facility Manager
Applicants 103 (8 API, 20 B/AFAM, 21 HS, 7 TorM = 56 Total Minority; 44 W, 3 UN) 13 Female
Interview = 12 (2 API, 3 B/AFAM, 4HS, 3 W)
Offered = 1 (1 API)

Craft Workers
Skilled Trade
Applicants = 96 (4 API, 22 B/AFAM, 35 HS, 5 TorM = 66 Total Minority; 27 W, 3 UN)
Interview = 3 (2 B/AFAM, 1W)
Offered = 1 (1W)

Buildings and Grounds and Laborers continue to have UU in the Female category. The staffing has remained the same.

Skilled trades remained the same in staff at 18 from 2018-2019, however an increase was shown in the UU rate of Total Minority from one (1) to four (4). The number of applicants has remained fair. The College has enhanced its effort to attract more diverse candidates for interviews/hires for this group.

Technician Titles

Summary
Applicants = 96 (9 API, 23 B/AFAM, 19 HS, 3 TorM = 54 Total Minority; 37W, 5 UN) 22 Female
Interview = 11 (1 API, 2 B/AFAM, 2 HS, 1 TorM = 6 Total Minority; 5 W) 5 Female
Offered = 1 (1 HS) 1 Female

There was an increase in total staff for Administration 4 (College Lab Tech) – by one (1) with the same UU of one (1) UU in the B/AFAM category as last year 2018.

Broadcast/Media – An increase in one (1) occurred in 2019 for the Female category.

Print Shop – The staffing numbers remain the same, but there was an increase in UU for Female from one (1) in 2018 to two (2) in 2019.

Professional Non-Faculty
Summary
Applicants = 2,293 (259 API, 709 B/AFAM, 551 HS, 77 TorM = 1,603 Total Minority*; 539 W)
1,313 Female
Interview = 134 (20 API, 37 B/AFAM, 31 HS, 2 TorM = 90 Total Minority; 31 W) 81 Female
Offered = 27 (5 API, 6 B/AFAM, 6 HS = 17 Total Minority; 7 W) 18 Female

There were 26 total hires (5 API, 6 B/AFAM, 6 HS = 17 Total Minority; 6W) 17 Female. There was a decrease in UU in API from two (2) 2018 – to five (5) 2019, five (5) B/AFAM 2018 – to six (6) 2019, and five (5) HS 2018 – to six (6) HS 2019.

Administration 3 (Professional)
Applicants 2,208 = (219 API, 692 B/AFAM, 534 HS, 74 TorM = 1,526 total Minority*; 532W) 1,285 Female
Interview = 125 (15 API, 36 B/AFAM, 28 HS, 2 TorM = 81 Total Minority; 31 White) 77 Female
Offered = 25 (4 API, 6 B/AFAM, 5 HS = 15 Total Minority; 7 W) 16 Female

IT Computer Professional
Applicants 85 (40 API, 17 B/AFAM, 17 HS, 3 TorM = 77 Total Minority; 7 W, 1 UN) 28 Female
Interview = 9 (5 API, 1 B/AFAM, 3 HS) 4 Female
Offered = 2 (1 API and 1 HS) 2 Female

There continues to be no UU in Total Staffing. But, there is an UU in Female category by three (3) from last year 2018.

The College continues its efforts to concentrate on attracting more candidates for the API category.

Administration 4 (College Lab Tech)
Increased total staffing by one (1). The UU rate of one (1) remained the same for B/AFAM.

Service Workers and Others
Summary = 56 (4 API, 17 B/AFAM, 19 HS, 1 TorM = 43 Total Minority; 12 W)

Campus Peace Officer – Sergeant – This year, there was a decrease in total staff by one (1). There were no new hires and changes to the availability data increased UU in API category to one (1), but also found a decrease in UU in B/AFAM by one (1).

Custodial Supervisor – The total number of staffing remained the same from 2018-2019. However, an increase in one (1) UU has shown in the Female category.

Summary
Applicants 856 = (124 API, 98 B/AFAM, 121 HS, 25 TorM = 368 Total Minority, 396 W, 50 UN)
Interview = 34 = (5 API, 2 B/AFAM, 8 HS, 2 TorM = 17 Total Minority; 17 W)
Offered = 9 = (1 API, 1 B/AFAM, 2 HS = 4 Total Minority; 5 W)

Faculty
Applicants = 779 (108 API, 85 B/AFAM, 112 HS, 20 TorM = 326 = Total Minority; 370 W, 46 UN)
Interviewed = 32 (4 API, 2 B/AFAM, 7 HS, 2 TorM = 15 Total Minority; 32 W)
Offered = 2 (1 HS and 1 B/AFAM)
Lecturer
Applicants 77 = (16 API, 13 B/AFAR, 9 HS, 5 TorM = 43 Total Minority; 26W, 4 UN)
Interview = 2 = (1 HS and 1 API)
Offered = 2 = (1 HS and 1 API)

**Hiring from Civil Service Applicant Pools**

The College participated in 2 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.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Hires</th>
<th>Race/Ethnicity</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #6058 CUNY Office Assistant</td>
<td>2 Hires</td>
<td>1 B/AFAM, 1 HS</td>
<td>2 Females</td>
</tr>
<tr>
<td>Exam #2052 Campus Security Assistant</td>
<td>4 Hires</td>
<td>2 B/AFAM, 2 HS</td>
<td>3 Females, 1 Male</td>
</tr>
</tbody>
</table>

**Compensation**

The University 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, Classified Civil Service Plans for Managerial Personnel and Non-Managerial Staff, and Prevailing Wage schedules for Skilled Trades.

Pay plan flexibility can be limited by bargaining unit contract, Civil Service regulations, Prevailing Wage determinations, and/or University policy.

We review overall practices such as:

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

We also review salaries by job group and title and evaluate areas where there is a discrepancy of 5% of more based on average salary as well as a material number of employees.
PART THREE: ACTION-ORIENTED PROGRAMS

This section provides a qualitative assessment, evaluates how the College has, or has not, achieved its goals, and details 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.
Over the prior plan year, the College undertook the following programs to support Affirmative Action and create a climate of inclusion.

### Summary of Campus Programs, 2018-2019

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Program</th>
<th>Impact</th>
</tr>
</thead>
</table>
| #1       | Diversity Faculty Workshop  
(October 1, 2018)  
Providing awareness, tools, and information needed to enhance cultural competence. | This workshop was designed to advance anti-racist and inclusive hiring practices by sharing the documented ways that implicit biases shape hiring, and talking though with those involved in the hiring best practices for hiring a diverse faculty. (Attendance: 17 Faculty) |
| #2       | Identifying Challenges Impacting AfroLatinidad at Hispanic-Serving Institutions (HSIs):  
Colorism, Hidden Identities, Micro-aggressions & White Latinx Privilege  
(October 10, 2018)  
A dialogue addressing colonial trauma, decolonizing pedagogy and the curriculum to positively impact college communities at Hispanic Serving Institutions (HSIs). Co-Panelists: Afro-Latinx Scholars, Faculty, Staff & Alumna | Panel discussion and workshop on the very cogent, present and necessary question of that it means to identify, live, study, work and teach as AfroLatinx in spaces labeled “HIS” (Hispanic-Serving Institutions” where there seems to be little or no in-between place for this intersectionality. |
| #3       | Update on-campus interview protocols for inclusion and diversity  
(November 2018) | This document was completed in Fall 2019 to update our on-campus hiring protocols by including specific advice for activities to take place during a campus visit as well as best practices for hiring a diverse faculty. Created through consultation with all chairs and program directors, available to all faculty. |
| #4       | Healthy Relationships: Rights & Resources:  
(December 3, 2018) | The goal is to create a safe space to discuss and learn |
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Program</th>
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<tbody>
<tr>
<td></td>
<td><strong>The Office of Compliance and Diversity and</strong></td>
<td>about domestic violence awareness, groups affected</td>
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<td></td>
<td><strong>The Committee on Diversity and Inclusion</strong></td>
<td>and vital resources to aid victims (Groups impacted, Legal Remedies,</td>
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<td></td>
<td>in collaboration with the Manhattan District Attorney’s Office continued</td>
<td><strong>External Resources</strong>).</td>
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<tr>
<td></td>
<td>to raise and promote Domestic Violence Awareness that effect various</td>
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<td></td>
<td>group of people; men, women, undocumented, elderly, LGBTQ, Disabled.</td>
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<tr>
<td>#5</td>
<td><strong>Doulas Dare to Share:</strong></td>
<td>The goal of the panel is to</td>
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<td></td>
<td>(March 28, 2019)</td>
<td>share with the John Jay</td>
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<tr>
<td></td>
<td>The Percy Ellis Sutton SEEK Dept. &amp; Diversity</td>
<td>community the resources that</td>
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<td></td>
<td>Committee collaborated to host a panel event with three Doulas. Many</td>
<td>exist for pregnant students and</td>
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<td>students struggle with decisions about whether to</td>
<td>pregnant folks in their life.</td>
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<td></td>
<td>terminate or continue a pregnancy. In addition, students that decide</td>
<td>Doulas offer strong systems of</td>
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<td></td>
<td>to have children while at John Jay are unaware of</td>
<td>support to women before,</td>
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<td></td>
<td>additional forms of support. Doulas offer various forms of support to</td>
<td>during, and/or after childbirth.</td>
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<tr>
<td></td>
<td>women before, during, and/or after childbirth.</td>
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<td></td>
<td>About 30 students and employees attended.</td>
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<tr>
<td>#6</td>
<td><strong>Center for Student Leadership and Involvement: Gaypril Series Events</strong></td>
<td>The College’s LGBTQ Task</td>
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<td>In Spring 2019, a series of events, throughout the month of April,</td>
<td>Force coordinated weekly</td>
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<td></td>
<td>highlighted the accomplishments, history and the importance of the</td>
<td>events in the month of April</td>
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<td></td>
<td>LGBTQ+ community.</td>
<td>with the goal to lead dialogue</td>
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<td></td>
<td></td>
<td>around issues important to the</td>
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<td></td>
<td>LGBTQ+ community. The series</td>
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<td></td>
<td></td>
<td>focused on a wide range of</td>
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<td></td>
<td></td>
<td>discussions.</td>
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<td><strong>Come Out, Come Out</strong> (an event that celebrates the bravery of</td>
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<td></td>
<td>LGBTQ+ members coming out stories to their beloved ones and to the</td>
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<tr>
<td></td>
<td>world).</td>
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<td>-</td>
<td><strong>LGBTQ+ Task Force Meeting</strong> (an event to have a dialogue around issues</td>
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<td></td>
<td>important to the LGBTQ+ community).</td>
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<td>-</td>
<td><em><em>Queer and Trans</em> Lives in the Caribbean</em>* (an event to highlight the</td>
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<td></td>
<td>struggles of what it means to be a Transgender person in the</td>
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<td>Caribbean; a culture not receptive of the LGBTQ+ community &amp; very</td>
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<tr>
<td></td>
<td>religious).</td>
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<tr>
<td>#7</td>
<td><strong>Crisis, Compassion and Resiliency in Student</strong></td>
<td>Participants in this workshop</td>
</tr>
</tbody>
</table>
### Item No. | Program | Impact
--- | --- | ---
**Affairs.** Volatile, Uncertain, Complex, and Ambiguous. These are the adjectives industry leaders use to describe our present and future. As higher education professional educators, these terms also seem to describe our campus climates. The goal of this event is to focus on tremendous impact crisis and traumatic events that can have on staff. (June 11, 2019)  

**Junior Faculty Mentoring Program**  
(September 2018-May 2019)  
The Junior Faculty Mentorship Program pairs tenured faculty with tenure-track faculty to balance the social-emotional needs of junior faculty alongside research and career support. Through participation, mentees receive guidance through the tenure and promotion process, receive support to increase publication activity, combat social isolation, and enhance faculty retention. The Junior Faculty Mentorship Program (JFMP) is open to junior faculty with a concentrated effort to recruit Black, Hispanic, and Asian/Pacific Islander faculty. (Attendance: 8 mentors, 8 mentees. 7 of the mentees are minorities)

**Faculty Lunches**  
(September 2018-May 2019)  
Weekly faculty lunches encourage cross-disciplinary, cross-generational community and inclusion. Last year 164 faculty joined in lunches.

**HSI Speakers Series**  
Fall 2018-Spring 2019  
The College has been an HSI since the 1980s, and in recent years, the number of Hispanic students on campus has grown to more than half the student body at 51%. Ensuring that these students have the programs and services they need to graduate is among the College’s top priorities. In a formal letter addressed to the John Jay community, President...
<table>
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<tr>
<th>Item No.</th>
<th>Program</th>
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<tbody>
<tr>
<td></td>
<td><strong>Speakers:</strong></td>
<td>Mason emphasized this commitment.</td>
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<td>- Jose Luis Morin, Department Chair of the Latin American and Latina/o</td>
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<td>Studies (LLS)</td>
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<td></td>
<td>- Nicholas Vargs, Assistant Professor, Center FOR Latin American Studies</td>
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<td></td>
<td>and Department of Sociology, Criminology &amp; Law, University of Florida</td>
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<td></td>
<td>- Nilda Flores-Gonzalez, Associate Director of Sociology, T. Denny</td>
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<td></td>
<td>Sanford School of Social and Family Dynamics, Arizona State University</td>
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<td></td>
<td>- Anthony Peguero, Associate Professor of Sociology, Research Affiliate, Center for Peace Studies and Violence Prevention, Director, Laboratory for the Study of Youth Inequality and Justice, Virginia Tech</td>
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<td></td>
<td>- Xavier Perez, Director and Co-Founder, Criminology Program, DePaul University.</td>
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<tr>
<td>#11</td>
<td><strong>Title IX Trainings</strong></td>
<td>In addition to E-SPARC (employees) and SPARC (students), the Title IX Coordinator committed to live training of various offices/departments and student groups to provide an in-depth overview of CUNY’s policy on Sexual Misconduct and expectations of the College.</td>
</tr>
<tr>
<td></td>
<td>Live training for various cohorts to increase awareness of CUNY policies</td>
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<td></td>
<td>and continue to foster a safe working learning environment for all</td>
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<td></td>
<td>members of the John Jay community.</td>
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<tr>
<td>#12</td>
<td><strong>Circulate Information on Diversity Hiring</strong></td>
<td>The College makes due diligence to address employee underutilization by increasing awareness of the current issue and industry best practices that can diversify employee recruitment. Long-term goals include increasing accountability around diverse talent and contributions to the College.</td>
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<tr>
<td></td>
<td>An ongoing basis, Academic Affairs disseminates information to Faculty</td>
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<td></td>
<td>Chairs and their P&amp;B Committees that were hiring this year on how</td>
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<td>to increase diversity in faculty hiring that would proactively support</td>
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<tr>
<td></td>
<td>the College’s Hispanic Serving Institution (HIS) identity.</td>
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<td></td>
<td>The CDO’s office actively circulates CUNY</td>
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<tr>
<td>Item No.</td>
<td>Program</td>
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<tr>
<td></td>
<td>Diversity and Recruitment Policy</td>
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<tr>
<td>#13</td>
<td>Systematic Implementation of Search Committee Protocol</td>
<td>Search Committees are regularly provided with information and best practices with the objective to garner a diverse pool of applicants and apply fair review practices.</td>
</tr>
<tr>
<td></td>
<td>The CDO’s Office thoroughly incorporates CUNY Office of Recruitment and Diversity Search Committee Guidelines in all recruitment search procedures by monitoring job descriptions, offering search committee trainings and by posting supporting resources on the College’s website.</td>
<td></td>
</tr>
</tbody>
</table>

**IMPLEMENTATION OF 2019-2020 PROGRAMS**

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

**Planned Campus Programs, 2019-2020**

<table>
<thead>
<tr>
<th>Program</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Development Day (FDD)</td>
<td>The College continues to build on its success around FDD participation and leverage the momentum around interest in policies that will shift composition of faculty body for greater institutional diversity.</td>
</tr>
<tr>
<td>FDD was held on August 26, 2019, which focused on diversity recruitment, implicit biases through the following sessions:</td>
<td></td>
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<tr>
<td>- Effective Faculty-Student Mentoring in Research Beyond the Classroom</td>
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<tr>
<td>- Changing Our Teaching and Awareness through Participation in John Jay’s HSI Faculty Seminar: Faculty Reflections</td>
<td></td>
</tr>
<tr>
<td>- Increasing HSI Awareness and Practices Working Group</td>
<td></td>
</tr>
<tr>
<td>Campus Climate Survey</td>
<td>The goal of the Climate Review is to provide the John Jay community and leadership with a deeper understanding of our</td>
</tr>
<tr>
<td>More than two dozen conversations were held by a team from Working IDEAL, with students, faculty and staff. During the month of March, 2018, members of our community had</td>
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<tr>
<td>Program</td>
<td>Expected Impact</td>
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</tbody>
</table>
| the opportunity to provide feedback, information and ideas directly to the Working IDEAL Climate Review Team. Options included:  
- Joining a conversation or meeting for specific groups  
- Signing up to participate in one of the specific focus groups  
- Stopping by an open drop-in session during community hour or in the evening to meet informally with the Climate Review Team  
- Submit confidential online feedback, which an individual can offer their name or remain anonymous. | current culture and climate as it relates to diversity and inclusion and the prevention of harassment and sexual violence.  
Working IDEAL focused on the quality of engagement and interactions in our campus community, in the classrooms, and the workplace. By analyzing our existing survey data, conducting focus groups and small group interviews, and gathering in-person and online surveys, they probed experiences and interactions among members of our community, |
| Overall, over 30 in-person focus groups were conducted, with a total of 150 individuals participating. Over 400 individuals responded to the climate survey, both online and on paper. |  |
| John Jay College of Criminal Justice Clinical Psychology PhD Program | The Clinical Psychology PhD Program at John Jay College is committed to creating and sustaining a productive learning environment for students who represent a broad array of backgrounds and experiences. Additionally, the program has considered ways to increase diversity in the PhD student admissions process. |
| Admissions: In Fall 2018, the program added a diversity statement to the online website and requires that a diversity statement be completed as part of the application process effective December 1, 2019. The program has also considered holding a “diversifying clinical psychology” event as part of the admissions process or as a way to stimulate recruitment of high quality candidates from underrepresented backgrounds. |  |
| Climate Survey: Two years ago, the program added questions about diversity climate to their annual student survey. A number of issues regarding climate were raised, so the program has explored ways to respond in order to improve climate. About 15-20 students completed the survey. |  |

[https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers](https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers)
<table>
<thead>
<tr>
<th>Program</th>
<th>Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last spring, the program engaged a consultant, The Human Root, who conducted initial meetings with students and faculty regarding the program’s climate.</td>
<td>Initiatives/Doctoral-Programs/Psychology/Training-Areas/ClinicalPsychology-@John-Jay-College/Overview</td>
</tr>
<tr>
<td>Following these meetings, the consultant proposed a “community action plan” to include trainings and other activities. Faculty approved the plan and are currently working with the consultant on the best way to pursue the goals of the plan.</td>
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<tr>
<td>Linking Experience, Academics, &amp; Practice (LEAP)</td>
<td>For the first time, every incoming John Jay student will be able to receive the multi-year cohort support that can help them graduate.</td>
</tr>
<tr>
<td>Funding has been invested into implementing the innovative Linking Experience, Academics, &amp; Practice (LEAP) multi-year cohort program</td>
<td></td>
</tr>
<tr>
<td>President’s Leadership Council Diversity and Inclusion Training by Point Made Learning (Fall 2019-Spring 2020)</td>
<td>Beyond a focus on compliance and non-discrimination policy and laws, the College seeks a training that will help the participants recognize the challenges posed by flawed perceptions, micro-aggressions, unconscious/implicit bias. Participants will be able to learn strategies for better interpersonal, group and organizational dynamics with peers and with the students we serve. Raising awareness about people’s experiences with race, class, gender, religion, ability, and sexuality</td>
</tr>
<tr>
<td>John Jay College of Criminal Justice invited responsible proposals from experienced organizations to develop a curriculum in order to conduct diversity and inclusion trainings for faculty that is tailored to higher education setting and includes the topics of micro-aggressions, unconscious/implicit bias, perceptions of racial or gender inequity as they impact the classroom and the academic workplace.</td>
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<tr>
<td>Program</td>
<td>Expected Impact</td>
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<tr>
<td><strong>Title IX Trainings</strong></td>
<td>In addition to E-SPARC (employees) and SPARC (students), the Title IX Coordinator committed to live training of various offices/departments and student groups to provide an in-depth overview of CUNY’s policy on Sexual Misconduct and expectations of the College. Live training for all Residence hall students, and RA’s to increase awareness of CUNY policies and continue to foster a safe working learning environment for all members of the John Jay community.</td>
</tr>
<tr>
<td><strong>Creation of a new Office of Diversity, Compliance, Equity &amp; Inclusion</strong></td>
<td>Expanding the focus of the Office of Compliance and Diversity to equity and inclusion. This will reflect the critical connection between this work and achieving our mission. The creation of this new office and new senior leadership team role also recognizes that a College-wide vision and strategy is needed to effectively build a strong culture of inclusion and belonging at John Jay. The incoming vice president will work to further refine long-term staffing plans for the office that</td>
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<tr>
<td>Program</td>
<td>Expected Impact</td>
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<tr>
<td><strong>Provost Yi Li</strong> has developed and announced a new five-year faculty hiring plan with a focus on promoting diversity. This faculty hiring plan will be paired with new plans for improving retention and inclusion among the faculty that will be developed with support from the new Office of Diversity, Compliance, Equity &amp; Inclusion</td>
<td>Increase diversity among all faculty and departments.</td>
</tr>
<tr>
<td><strong>Women's Center for Gender Justice</strong></td>
<td>Continue to increase support of our students who identify as LGBTQ+ and gender non-conforming students.</td>
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<tr>
<td>Reopened under the leadership of Professor Erin Thompson, the new Faculty Director of the Center. Erin is joined by Michelle Garcia, who is serving as the Interim Deputy Director, and Jessica Greenfield, who continues to serve as the gender-based violence prevention and response advocate in the Center. A search is also being launched for a new role of part-time LGBTQ+ Program Coordinator who will develop and implement a range of programs for LGBTQ+ and gender non-conforming students</td>
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<tr>
<td><strong>Values Statement</strong></td>
<td>Once finalized, Human Resources and EMSA will incorporate these values into onboarding for new faculty and staff, and new student orientation to enhance our learning and working environment.</td>
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<tr>
<td>A volunteer team of faculty, staff, and students has been formed to articulate a draft values statement that the community can respond to. The team will work under the leadership of Professor Karen Kaplowitz with pro bono support from expert facilitators at Point Made Learning.</td>
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<tr>
<td><strong>Trauma Informed Training</strong></td>
<td>Increased skills and awareness around best-practices in victim interviewing techniques.</td>
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<tr>
<td>All staff members responsible for receiving reports in the Office of Compliance &amp; Diversity, Public Safety, HR, and EMSA have received free training in trauma-informed perspectives through a partnership with the NYC Mayor’s Office to End Domestic and Gender-Based Violence</td>
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<tr>
<td><strong>Title IX and Non-Discrimination training in staff on-boarding and new student orientations</strong></td>
<td>Build awareness of our policies to support a safe and inclusive working and learning environment.</td>
</tr>
</tbody>
</table>
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 recruiting and selection
- Publishes an annual notice of non-discrimination in the New York Times newspaper
- Provides training and ongoing updates to Chief Diversity Officers.

In 2018-2019, the University implemented a University-wide on-line training program for faculty and staff on sexual harassment prevention. The College is in the process of ensuring that all employees benefit from this training.

Recruitment policies support developing diverse applicant pools through:

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

As previously mentioned 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. The CDO also integrates compliance information into training programs for faculty, students, and staff.
Ongoing activities sponsored by the College supporting affirmative action include:
Keen oversight by the Chief Diversity Officer including required review of Search Plans, certifications of applicant pools, and review of search outcomes.

The College makes continuous good faith efforts to recruit women and minorities by advertising all positions on the College website and CUNY-wide. In addition, faculty and staff positions are posted with the New York State Department of Labor, ChronicleCareers.com, HigherEdjobs.com, Diversejobs.net, naaap.org (Association for Asian American Studies) and aaastudies.org (National Association of Asian American Professionals) to address underutilization in certain job groups. From time to time, in support of efforts to recruit more diverse faculty and professional staff, positions have been advertised for a fee via the Online Diversity Job Fair which AcademicCareers.com hosts periodically usually in November in the form of a large database of diverse faculty, doctoral students, and professionals, including those who specialize in Science & STEM. Using push-technology AcademicCareers.com alerts them of jobs in the Online Diversity Job Fair.

The Office of Compliance and Diversity has three web pages:
The department’s comprehensive webpage:
http://www.jjay.cuny.edu/cuny-affirmative-action-program

A webpage specifically dedicated to the CUNY Accommodations Policy:
http://www.jjay.cuny.edu/cuny-accommodations-policy

The College’s webpage, in compliance with Title IX and New York State Education Law 129 b, webpage called Combating Sexual Assault and Other Unwelcome Sexual Behavior:
https://www1.cuny.edu/sites/title-ix/homepage/

The Office of Compliance and Diversity will continue to populate this platform with the latest information on policies and resources around Affirmative Action, diversity, disability and Title IX enforcement.

The existing employee online trainings for Sexual Harassment prevention and awareness complement the in-person training efforts of the CDO/Title IX Coordinator. This online training program will continue through existing vendor. The online training E-SPARC was disseminated in 2016. Near 865 employees have been trained between Feb 2015 and February 2018.

Alongside online trainings, the CDO/Title IX Coordinator conducted ongoing trainings, including myriad in-person trainings from 2018-2019 to explain the CUNY Policy on Equal Opportunity and Non-Discrimination and the Policy Against Sexual Misconduct. The in-person trainings included employee populations who have front-line interaction and service the college community. This included, but not limited to, training the entire Student Affairs staff, the entire Public Safety staff, all athletics staff (full and part-time) and some academic affairs staff. Special populations such as athletics, student leaders, international students and study abroad faculty and students were targeted groups for trainings. Overall, about 5 in-person Title IX trainings were conducted within 2018-2019 with almost 350 attendees/participants.
The Office of the Provost regularly disseminates College and CUNY-wide scholarships and professional development opportunities to full-time faculty members. Faculty members consistently participate in research and scholarship opportunities. Academic Affairs created Faculty Services website that functions like a faculty handbook and provides complete information on the personnel process as well as links to key forms, governance documents, administrative resources and employment benefits. Additionally, Academic Affairs developed a Handbook for Chairs, with special sections on how to support and mentor faculty continues to be distributed.

The Office of the Provost, the College’s Committee on Diversity and Inclusion and the Office of the CDO’s will proactively disseminate scholarship, mentorship and development information to all full-time faculty, including the John Jay College Latino Faculty Initiative (by the Office of Academic Affairs), DPDF, FFPP, and any additional industry knowledge-sharing opportunities as they become available.

The College’s Counseling Center offers Safe Zone Initiatives trainings on ad-hoc basis based on departmental request to raise employee sensitivity and awareness of LGBTQ issues. The Committee on Diversity and Inclusion sponsored a Safe Zone training in Fall 2018 to train its members as the Committee has been trained through Safe Zone 1.0 and found it extremely useful.

The College’s Office for Advancement of Research (OAR) systematically offers training resources to foster retention, professional development and mentorship for diverse faculty members. In 2016, the OAR and TLC jointly sponsored a year-long seminar series (eight sessions) in grant-writing for 20 professors who were paired with eight grant-writing mentors with the goal of submitting at least one grant proposal this year. This series will be offered again in 2018-19 academic year. These efforts are part of a broader strategy to establish an institutional professional support resource and support faculty’s scholarly agenda.

Additionally, Human Resources (HR) administered a budget training for HEO series staff. HR identifies, promotes and enrolls staff in various professional development workshops to enhance managerial or supervisory skills as well as substantive skills. These programs are usually offered by DCAS and the CUNY Office of Professional Development.

The College’s Human Resources Department coordinates a series of celebrations to various designated months, including: February – Black History month; March – Women’s History month; April – Administrative Employees Recognition month; May – Managers and Supervisors Month for CUNY; October – Domestic Violence Awareness month.

The College will continue to disseminate information to faculty and invite speakers to discuss information about CUNY resources that support and advance diversity in order to familiarize faculty with diversity resources in order to foster a broader sense of community and inclusiveness through cross-campus interactive events. (e.g. the Center for Lesbian and Gay Studies; the Asian American/Asian Research Institute; the John D. Calandra Italian American Institute; the Center for Puerto Rican Studies; the Dominican Studies Institute, CUNY’S Women’s Centers; and the Office of Veterans Affairs) as well as those that enhance the quality of work life (e.g. Wellness Center Services, the Employee Assistance Program-CUNY Work Life).
INTERNAL AUDIT AND REPORTING

The Chief Diversity Officer posts and distributes notices of 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 periodically reviews the effectiveness of Affirmative Action and general diversity programs and makes adjustments to promote greater success.

There were approximately 61 recruitment searches conducted during 2018-2019 and thus, many search committees were charged. The topics covered in a search committee charge include recruitment practices, maintaining proper documentation, interview questions, reference the underutilization rate of the Affirmative Action Unit (AAU) and how it must perform broad recruitment outreach efforts.

Additionally, as required of the College’s Faculty Diversity Strategic Plan (FDSP), a multi-year strategic plan outlining multiple goals and action items around three major goals: Recruitment, Retention and Improve Climate, the CDO’s Office maintains close communication with the College’s HR, the Office of Academic Research, and the Provost’s Office to monitor progress and effectiveness on faculty-targeted programs. Using qualitative data, the CDO’s office submits a detailed progress annually to the University for approval. The CDO’s Office ensures that the FDSP and respective progress reports are available to the College community through an internal employee-facing intranet and on the College’s website: http://www.jjay.cuny.edu/diversity-initiatives.

CDO/Title IX Coordinator has conducted ongoing trainings, including myriad in-person trainings in 2018-2019 to explain the CUNY Policy on Equal Opportunity and Non-discrimination and Policy Against Sexual Misconduct. Most of the in-person trainings have been focused on employee populations who have front0line interaction and service the college community. This
included, but not limited to, training about 350 individuals of the John Jay Community. Special populations such as Athletics (Faculty and Staff), international students and study abroad faculty and students have also been targeted groups for training. Overall, about 5 in-person Title IX trainings were conducted within 2018-2019 with outreach of almost 350 attendees/participants.

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.

The University reports statistics and diversity metrics to the University community and the CUNY Board of Trustees.
PART FOUR: INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS

Federal regulations mandate Affirmative Action plans address 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, as mandated by regulation, are:

- Equal Opportunity and Non-Discrimination Policy
- 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 personnel activities are consistent with providing equal employment opportunity for employees and applicants who are Individuals with Disabilities and/or Protected Veterans. 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 self-service system. We invite applicants to self-identify upon each application through CUNY’s online applicant tracking system. The University maintains this data in its system of record with appropriate security measures for confidentiality of individual information. The College last conducted a self-identification campaign in 2018 and plans to have the next comprehensive campaign in 2020. Our 2018 self-
identification campaign was successful when it came to gender and race/ethnicity. Out of 1047 employees, 0 did not identify a gender and only 16 employees did not identify a race/ethnicity.

Our next comprehensive campaign should include a greater focus on identification of Veteran and/or Disability status. This year, 240 employees did not identify a Veteran status and 975 did not identify a Disability status.

**REVIEW OF PHYSICAL AND MENTAL QUALIFICATIONS**

We wish to ensure that physical and mental qualifications and requirements are job-related and consistent with business necessity and safety. We periodically review physical and mental qualifications as they relate to employment, training, and promotion.

We will review the requirements of a given position when there is a change in working conditions or requirements. As new job qualifications are established, the College reviews them to ensure that they would not screen out qualified Individuals with Disabilities or Protected Veterans (unless they reflect essential functions of these particular jobs).

The University’s Civil Service unit reviews job requirements prior to issuing new or 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 Individuals with Disabilities and Disabled Veterans in order to apply for a position or perform the duties of their jobs. As per *CUNY Procedures for Implementing Reasonable Accommodation and Academic Adjustments*, the Human Resources Director is responsible for responding to requests for accommodation (by applicants, employees, contractors, visitors, and others).

The College contact for accommodation requests is:

Name: Christina Lee  
Title: Employee Benefits Manager  
Phone: (212)-237-8939  
Email: clee@jjay.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).

Information for applicants for employment is provided on the Employment Page of the CUNY Website and [https://www.jjay.cuny.edu/cuny-accommodations-policy](https://www.jjay.cuny.edu/cuny-accommodations-policy). 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) or contact the Office of Recruitment and Diversity at 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.

In the last year:

- While recognizing that many requests are resolved through an informal process, the College responded to 9 official requests for employee accommodations, for which the process was successfully concluded 9 times. There were no appeals and there are currently no outstanding appeals.

The College upgraded campus facilities to improve access:

- Security Advisory – Phishing Email and Alert Banner
- Gender-Neutral Restroom
- Lactation Room
- Adjustable Computer Desks
- Meditation Room
- Re-Opening of Women’s Center

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/ADA Coordinator, Gabriela Leal, Interim Director of Compliance and Diversity 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 (https://www.cuny.edu/employment/) and announces 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 compliance with our policy.

**OUTREACH AND POSITIVE RECRUITING**

**Summary of 2018-2019 Outreach Efforts**

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

<table>
<thead>
<tr>
<th>Program / Effort</th>
<th>Impact/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans’ Support Group</td>
<td>Provided John Jay Veterans support and ensure inclusion and academic and personal success at John Jay College.</td>
</tr>
<tr>
<td>Semiannual meetings of key staff,</td>
<td></td>
</tr>
<tr>
<td>administrators and faculty.</td>
<td></td>
</tr>
<tr>
<td>Military heritage events</td>
<td>Raised awareness in the community of the contributions of John Jay students in the military.</td>
</tr>
<tr>
<td>Hispanic Military Heritage (October)</td>
<td></td>
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<tr>
<td>- Veterans Day (November)</td>
<td></td>
</tr>
<tr>
<td>- African-American Military Heritage (February)</td>
<td></td>
</tr>
<tr>
<td>- Women’s Military Heritage (March)</td>
<td></td>
</tr>
<tr>
<td>- Asian-Pacific Military Heritage (May)</td>
<td></td>
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</tbody>
</table>

Although we have more than 500 Military veterans enrolled at John Jay College, our staffing numbers are low. Only 18 self-identified veterans, an increase of one (1) from last year. CUNY as a whole is tabling outreach efforts.

**Planned Outreach for 2019-2020**

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

<table>
<thead>
<tr>
<th>Program / Effort</th>
<th>Goals/Expected Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans’ Support Group</td>
<td>Goal is to continue to provide John Jay Veterans support and ensure inclusion and academic and personal success at John Jay College.</td>
</tr>
<tr>
<td>Semiannual meetings of key staff,</td>
<td></td>
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<tr>
<td>administrators and faculty.</td>
<td></td>
</tr>
<tr>
<td>Military heritage events will also take</td>
<td>Veteran students and the John Jay community are invited to attend in</td>
</tr>
<tr>
<td>place for the Fall 2019 and Spring</td>
<td></td>
</tr>
<tr>
<td>Program / Effort</td>
<td>Goals/Expected Impact</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2020.</td>
<td>order to raise awareness of the contributions of John Jay students in the military.</td>
</tr>
<tr>
<td>- Hispanic Military Heritage (October)</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Asian-Pacific Military Heritage (May)</td>
<td></td>
</tr>
</tbody>
</table>

The Office of Military and Veteran Services provides student veterans personal support through its on-site services, the student-led John Jay veterans Association, dedicated Veterans Center Spaces, our veterans honor society chapter and assistance from staff and faculty throughout the college. We actively support veterans throughout their college experiences with assistance in admission, enrollment and advisement; peer support programming, support for academic and personal success; and job preparation, internship, and post-graduation employment programming. Although the program is geared for students, Faculty and Staff are also welcomed to participate in any of the programs provided.

In addition, ongoing efforts include:

- 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
- As defined by New York State statute, assisting Veterans with a passing score on a competitive Civil Service examination to apply for additional points based on Veteran or Disabled Veteran Status
- As defined by New York State statute, assisting qualified Individuals with Disabilities to apply for, and be appointed to classified competitive Civil Service titles without an examination.
- Retired Navy Chaplain Military and Veteran Services Manager available to provide veterans personal support, guidance and mentoring
- Full-time Veteran Certifying Official and Military Point of Contact available to advise and assist veterans and their family members in using their educational benefits at John Jay
- John Jay Veterans Association: our vital student-led Veterans organization with positive peer support; recreational, social and professional programs; and community outreach
- Attractive Veterans’ Center with lounge, technology center, study and meeting spaces
• SALUTE Veterans National Honor Society chapter to recognize veteran and military students' academic accomplishments

• Required academic justice course sections focused on the interests and needs of veteran and military students

• Veterans' Center support: career and academic advisement services; VA New York Harbor Healthcare System VITAL (Veterans Integration to Academic Leadership) peer support specialist; PROVE (Project for Return and Opportunity in Veterans Education) social work interns; and other valuable programs.

INTERNAL DISSEMINATION OF POLICY

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

• Included policies in manuals and other in-house publications

• Met with senior staff and supervisors to explain the intent of the policy and individual responsibilities

• Scheduled training for employees involved in recruitment, selection, and promotion decision-making

• Discussed policies in employee orientation and management training programs

• Included articles on accomplishments of Disabled Veterans, other Veterans, and Individuals with Disabilities in College publications

• Posted 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)

• Featured 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.

The President
The President, Karol Mason, oversees Affirmative Action and compliance programs. She appointed the 504/ADA 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/ADA Coordinator

The President assigned the duties of the 504/ADA Coordinator Gabriela Leal. Their Responsibilities include:

- Chairing the 504/ADA Committee
- Monitoring the college for 504/ADA 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.

College Officials

College officials assume certain responsibilities to assure compliance with regulations, including working with the Office of Human Resources to fund, identify and implement accommodations and other improvements to promote accessibility on campus.

As noted above, the Office of Military and Veteran Services provides student veterans personal support through its on-sites services, the student led John Jay Veterans Associate, dedicated Veterans Center Spaces, our veteran’s honor society chapter and assistance from staff and faculty throughout the college. In their day-to-day contact with college employees, college officials assume certain responsibilities to help the College comply with regulations, including working with the Office of Human Resources to identify reasonable accommodations.

University Management

The University’s Office of Recruitment and Diversity reports summary statistics to senior management, including 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/

TRAINING
Employees involved with recruitment, selection, promotion, disciplinary actions, training, and related processes for Individuals with Disabilities or Veterans are acquainted with the College’s Affirmative Action Program. CUNY’s Office of Recruitment and Diversity and the Office of Professional Development and Learning Management provide training opportunities to help employees maximize their personal and workplace effectiveness, including Diversity Training courses.

- The College provides numerous opportunities for employees to attend pertinent on-campus and off-campus professional development opportunities to enhance their knowledge of CUNY;

- The Disability Awareness and Resources in an Inclusive Workplace” training is made available to a public College website: https://www.jjay.cuny.edu/cuny-accommodations-policy

- The College’s Interim Director of Compliance and Diversity in both her capacity as CDO and Title IX Coordinator, continues to present on the college’s policies on affirmative action and EEO to multiple leadership teams, including the HEO Council and the Council of Chairs;

- The existing employee online trainings for Sexual Harassment prevention and awareness complement the in-person training efforts of the CDO/Title IX Coordinator. This online training program is provided through the vendor, E-SPARC.

The University also requires employees to annually complete an online training on Workplace Violence prevention (E-SPARC).

AUDIT AND REPORTING SYSTEM

The 504/ADA Coordinator oversees College audit and reporting systems in support of Individuals with Disabilities, evaluating how the College is meeting its objectives, identifying barriers to access, and identifying the need for remedial action.

The Chief Diversity Officer audits the effectiveness of outreach and Affirmative Action programs as part of the Affirmative Action Plan process. The CDO also monitors recruitment activities and discrimination claims related to status as a Veteran or Individual with a Disability.

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

BENCHMARK COMPARISONS

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

Appendix H details the utilization of Individuals with Disabilities by job group. The number of Individuals with Disabilities, and the percent of total staff, is listed. This should be compared with the (federal) suggested guideline of 7.0%. While there is a requirement to report staffing, there is no requirement to calculate underutilization or set placement goals.

There is no guideline for utilization of Veterans.

Hiring Rate

The Exhibit on the next page illustrates hiring rates for Veterans and Individuals with Disabilities as compared with the previous two plans years. This is presented in the format prescribed by the Department of Labor.

In March 2019, the federal benchmark Hiring Rate for Veterans was set at 5.9%.

There is no hiring rate benchmark for Individuals with Disabilities.
**Exhibit: Benchmark Comparisons for Veterans and Individuals with Disabilities**

**Veterans Hiring Benchmark**
The benchmark Hiring Rate is established annually by the U.S. Department of Labor and was 5.9% as of March, 2019.

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<tbody>
<tr>
<td><strong>Benchmark</strong></td>
<td>5.9%</td>
<td>6.4%</td>
<td>6.7%</td>
</tr>
<tr>
<td>A. Number of applicants who self-identified as Veterans before an offer of employment is made</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Total number of job openings</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Total number of jobs filled</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Total number of applicants for all jobs</td>
<td>4231</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Number of Veteran applicants hired</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Total number of applicants hired</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hiring Rate (E divided by F)</strong></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Was Benchmark Met? (Yes/No)</strong></td>
<td>No</td>
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</table>

**Hiring Rate, Individuals with Disabilities**
There is no recommended hiring benchmark for Individuals with Disabilities.

<table>
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<tr>
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<tbody>
<tr>
<td>A. Number of applicants who self-identify as Individuals with Disabilities before an offer of employment is made</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Total number of job openings</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Total number of jobs filled</td>
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<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hiring Rate (E Divided by F)</strong></td>
<td>0</td>
<td></td>
<td></td>
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</tbody>
</table>


APPENDICES

A. SUMMARY ORGANIZATION CHART

B. RE-AFFIRMATION LETTER

C. JOB GROUPS AND LABOR MARKET AVAILABILITY

D. ACADEMIC DEPARTMENTS BY DISCIPLINE AND COLLEGE LAB TECHNICIAN CATEGORY

E. UTILIZATION ANALYSIS (ADMINISTRATORS AND STAFF, COLLEGE LAB TECHNICIANS, FACULTY)

F. SUMMARY OF PERSONNEL ACTIVITIES

G. SUMMARY OF RECRUITMENT ACTIVITIES

H. UTILIZATION OF INDIVIDUALS WITH DISABILITIES
This Appendix provides a high-level organization chart.
This Appendix contains information on reaffirmation(s) distributed this past Plan Year.
September 17, 2019

Re: Reaffirmation of Commitment to Diversity, Equal Opportunity, Non-Discrimination, and Preventing Misconduct

To the John Jay College Community:

John Jay College thrives because of its diversity. We continually strive to celebrate and maintain an inclusive environment where everyone can learn from each other and fulfill their academic and life dreams. This work is ongoing, and I stand firm in my commitment to creating a campus culture that promotes safety and respect for everyone in our community.

You will be hearing later this month about the results of the extensive campus Climate Review work we undertook last spring with the help of outside experts. Today, I write to reaffirm our commitment to the CUNY Policies and Procedures on Sexual Misconduct, Equal Opportunity, and Non-Discrimination.

The CUNY Policy on Sexual Misconduct prohibits sexual harassment and other forms of sexual misconduct. It applies to members of the CUNY community as well as visitors who interact with the CUNY community. In addition, the Equal Opportunity and Non-Discrimination Policy prohibits any form of discrimination on the basis of race, color, creed, national origin, ethnicity (including Italian Americans), ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, unemployment status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state, and city laws. Both of these policies also prohibit retaliation for reporting or opposing misconduct, or cooperating with an investigation of a complaint.

I strongly encourage any member of our community to come forward and report any concerns they may have. As a reminder, most staff at John Jay and certain faculty members are designated as “responsible” employees who are required to report incidents of misconduct and discrimination under these policies. There are many resources on campus to report complaints of inappropriate behavior:

- Please do not hesitate to contact the Office of Compliance & Diversity with any concerns or questions about misconduct or discrimination. You can reach Interim Director for Compliance and Diversity and Title IX Coordinator Gabriela Leal and Senior Investigator Robert Kim in Haaren Hall, Room 622T. Any individual who believes that he or she has experienced sexual misconduct should immediately contact Ms. Leal at 646-557-4674 or at gleal@jjay.cuny.edu. Additional information and resources can be accessed at http://www.jjay.cuny.edu/compliance-and-diversity.
• The **Office of Public Safety** is also available to address any concerns that you may have, and is located in NB L2.61.00. Please feel free to directly contact Director of Public Safety **Diego Redondo** at dredondo@jjay.cuny.edu or 212-237-8524.

Confidential support and resources are also available to those who may be affected by such conduct:

• **The Women’s Center for Gender Justice** is a place where confidential support is available and we are committed to re-opening the Center soon this fall. I am pleased to share that a new Center director will be named shortly, and that **Michelle Garcia** has been appointed as the Interim Deputy Director of the Center. Michelle has been at the College since 2014, and was previously at Somos el Futuro in Albany coordinating activities for the Latinx community. Throughout these exciting transitions, **Jessica Greenfield, Gender-Based Violence Prevention and Response Advocate**, will also continue work in the Center. Jessica can be reached at jgreenfield@jjay.cuny.edu or 646-557-4535.

• **The Wellness Center** offers a spectrum of services for students, including confidential personal and group counseling, a full-time nurse, health testing, and other resources. They are located in L68.05 and can be reached at counseling@jjay.cuny.edu or 212-237-8111.

• **Human Resources** can offer employees confidential counseling services through the employee assistance program Deer Oaks. To access the program, please call 855-492-3633 or log in using “cuny” (all lowercase) as your username and password at https://members.deeroakseap.com/.

I encourage you to make use of these resources. And, I ask for your continued support to ensure that our College lives up to its mission of justice and that we maintain a working and learning environment that is free from discrimination, sexual harassment, and misconduct.

Sincerely,

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

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

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

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

Full Time Employee Count (excludes Chief Executive): 1,047
APPENDIX C - JOB GROUPS / LABOR MARKET AVAILABILITY FACTORS

Category: Executive/Administrative/Managerial

Administration 1 (Executive)
Employee Count: 23

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

Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>50.00%</td>
<td>ACS 2013-2017 Nationwide workforce with Bachelors Degree or Higher and age of 29 or above (proxy for eight years' of post-Bachelor's experience) and in selected occupations: 0010 (Chief Executives), 0020 (General and Operations Managers), 0060 (Public Relations and Fundraising Managers), 0100 (Administrative Services Managers), 0110 (Computer and Information Systems Managers), 0120 (Financial Managers), 0136 (Human Resources Managers), and 0230 (Education Administrators).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>50.00%</td>
<td>Employees in the following titles: HE Officer, Professor, Associate Professor, IT Computer Systems Manager (Levels 5 and higher), or Chief Administrative Superintendent (Levels 4 and higher) as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>2</td>
</tr>
<tr>
<td>Ascc Administrator</td>
<td>5</td>
</tr>
<tr>
<td>Ascc Dean</td>
<td>1</td>
</tr>
<tr>
<td>Asst Administrator</td>
<td>2</td>
</tr>
<tr>
<td>Asst Dean</td>
<td>2</td>
</tr>
<tr>
<td>Asst Vice President</td>
<td>3</td>
</tr>
<tr>
<td>Dean</td>
<td>3</td>
</tr>
<tr>
<td>Vice President</td>
<td>5</td>
</tr>
</tbody>
</table>

Administration 2 (Manager)
Employee Count: 164

Manager-Level Administrators

Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>50.00%</td>
<td>ACS 2013-2017 NY/NJ MSA workforce with Bachelors Degree or Higher and age of 25 or above (proxy for four years' post-Bachelor's experience) and in selected occupations: 0020 (General and Operations Managers), 0060 (Public Relations and Fundraising Managers), 0200 (Administrative Services Managers), 0110 (Computer and Information Systems Managers), 0120 (Financial Managers), 0136 (Human Resources Managers), 0230 (Education Administrators), 0710 (Management Analysts), 2000 (Counselors), and 2100 (Lawyers).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>50.00%</td>
<td>Employees in HE Assistant title as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE Associate</td>
<td>102</td>
</tr>
<tr>
<td>HE Officer</td>
<td>62</td>
</tr>
</tbody>
</table>
## APPENDIX C - JOB GROUPS / LABOR MARKET AVAILABILITY FACTORS

### Category: Executive/Administrative/Managerial

#### Facility Manager

Employee Count: 5

Facility Superintendents (Managerial)

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

### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>55.00%</td>
<td>2013-2017 ACS, NY/NJ MSA, Bachelor's Degree or higher plus four years of Post-Bachelor's experience (proxy minimum age of 25) and in the following occupations: 0410 (Real Estate and Property Managers), 1300 (Architects), 1360 (Civil Engineers), and 8620 (Stationary Engineeings and Boiler Operators).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>45.00%</td>
<td>Employees in the titles of Sr Stationary Engineer, Project Manager, Principal Park Supervisor, Principal Custodial Supervisor, or Supervisor of Laborers and Maintenance Workers, Civil Service permanency not required, as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Supt Builds Grds</td>
<td>4</td>
</tr>
<tr>
<td>Chief Admin Supt - Competitive</td>
<td>1</td>
</tr>
</tbody>
</table>

#### IT Computer Manager

Employee Count: 3

Information Technology Managers (Managerial)

### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>60.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, no degree requirement; six years' work experience (proxy minimum age of 23) and in the following occupation: 0110 (Computer and Information Systems Managers)</td>
</tr>
<tr>
<td>2-Internal</td>
<td>40.00%</td>
<td>Employees in the title IT Senior Associate, Civil Service permanency not required, as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Computer Systems Mgr</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Security Manager

Employee Count: 1

Campus Security Managers (Managerial)

### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>55.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher with seven years' experience (proxy minimum age of 24) in the following occupations: 0425 (Emergency Management Directors) and 3710 (First-Line Supervisors of Police and Detectives).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>45.00%</td>
<td>Employees with Civil Service permanency in the titles Campus Public Safety Sergeant or Campus Security Specialist as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Security Dir</td>
<td>1</td>
</tr>
</tbody>
</table>
**APPENDIX C - JOB GROUPS / LABOR MARKET AVAILABILITY FACTORS**

**Category: Professional Faculty**

**Faculty-Lecturer**

Employee Count: 55

Lecturer Faculty excluding 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**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2016 NCES Degree Completions, Bachelor's or Masters, NY and NJ, for selected disciplines (first and second majors), not weighted.</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Title(s) | Employee(s)**
---|---
Dist Lecturer | 4
Lecturer | 46
Lecturer Doct Sch | 4
Visiting Lecturer | 1

**Faculty-Librarian**

Employee Count: 11

CUNY Librarians with faculty appointments
Prior to 2019, a sub-group of professorial faculty; separated as it encompasses faculty of all ranks.

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2016 NCAS Degree Completions, Master's level only, Nationwide, for Library Science Discipline.</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Title(s) | Employee(s)**
---|---
Assc Professor | 5
Asst Professor | 5
Professor | 1

**Faculty-Professorial**

Employee Count: 346

Tenure-eligible faculty (excluding Librarians) for whom a terminal degree such as a Doctorate is a minimum qualification.

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

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2016 NCES Degree Completions, Doctoral, Nationwide for selected disciplines (first and second majors), not weighted.</td>
</tr>
<tr>
<td>2-Internal</td>
<td>100.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Title(s) | Employee(s)**
---|---
Assc Professor | 157
Asst Professor | 91
Dist Professor | 9
## Category: Professional Faculty

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>88</td>
</tr>
<tr>
<td>Research Professor</td>
<td>1</td>
</tr>
</tbody>
</table>
### Category: Professional Non-Faculty

#### Accountant

Employee Count: 4

Accountants (Professionals)

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>0.00%</td>
<td>Internal Only - Promotional Title</td>
</tr>
<tr>
<td>2-Internal</td>
<td>100.00%</td>
<td>Employees with Civil Service permanency in the following titles: Accounting Assistant, Purchasing Agent or EOC Accounting Assistant; as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance Accountant</td>
<td>2</td>
</tr>
<tr>
<td>Purchasing Agent</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Administration 3 (Professional)

Employee Count: 183

Entry and Mid-Level Administrators (Professionals)

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>70.00%</td>
<td>ACS 2013-2017 NY/NJ MSA workforce with Bachelor's Degree or Higher and in the following occupations: 0630 (Human Resources Workers), 0740 (Business Operations Specialists), 0820 (Budget Analysts), 2000 (Counselors), 2550 (Education/Training/Library Workers), 2825 (Public Relations Specialists), 5000 (Supervisors of Office and Admin Support Workers), and 5250 (Customer Service Representatives).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>15.00%</td>
<td>Employees who hold BA degrees and are in the following job groups: CUNY Office Assistant, CUNY Administrative Assistant, Accountant Technician or Accountant Professional as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst to HEO</td>
<td>69</td>
</tr>
<tr>
<td>HE Assistant</td>
<td>114</td>
</tr>
</tbody>
</table>

#### IT Computer Professional

Employee Count: 30

Information Technology Professionals

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

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>75.00%</td>
<td>2013-2017 ACS, NY/NJ MSA, High School Diploma or higher plus four years of Post-High School experience (proxy minimum age of 21) in the following occupations: 0740 (Business Operations Specialists), 1006 (Computer Systems Analysts), 1010 (Computer Programmers), 1020 (Software Developers, Applications and Systems Software), 1030 (Web Developers), 1060 (Database Administrators), and 1105 (Network and Computer Systems Administrators).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>25.00%</td>
<td>Employees in the IT Support Assistant and CUNY Office Assistant titles, Civil Service permanency not required, as of 6/1/2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Associate</td>
<td>10</td>
</tr>
</tbody>
</table>
## Category: Professional Non-Faculty

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Asst</td>
<td>8</td>
</tr>
<tr>
<td>IT Bus Data Rep Analyst</td>
<td>2</td>
</tr>
<tr>
<td>IT Sr Associate</td>
<td>10</td>
</tr>
</tbody>
</table>
Category: Administrative Support Workers

**Accountant Assistant**
Employee Count: 3

Accounting Support Staff (Accounting and Purchasing Agent Assistants and Payroll Staff)

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>70.00%</td>
<td>ACS 2013-2017 NY/NJ MSA workforce with High School Diploma or Higher in the following occupations: 5140 (Payroll and Timekeeping Clerks), 5150 (Procurement Clerks), or 5120 (Bookkeeping, Accounting, and Auditing Clerks).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>30.00%</td>
<td>Employees in titles CUNY Office Assistant or EOC Office Assistant, Civil Service permanency not required; as of 6/1/2018.</td>
</tr>
</tbody>
</table>

**Title(s)**
- Asst Purchasing Agent: 1
- Finance Accountant Asst: 2

---

**Administrative Assistant**
Employee Count: 4

Administrative Support Staff-Senior Level

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>0.00%</td>
<td>Internal Only - Promotional Title</td>
</tr>
<tr>
<td>2-Internal</td>
<td>100.00%</td>
<td>Population of employees on the active CUNY Administrative Assistant Civil Service list #2055 (413 CUNY employees). CUNY Office Assistant Levels 3 or 4 with Civil Service permanency were eligible to take this examination.</td>
</tr>
</tbody>
</table>

**Title(s)**
- CUNY Admin Asst: 4

---

**Mail Services Worker**
Employee Count: 3

Mail Services Workers

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupation: 5850 (Mail Clerks/Mail Machine Operators, Except Postal Service).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Title(s)**
- Mail Message Svcs Worker: 3
Category: Administrative Support Workers

Office Assistant
Employee Count: 36

Administrative Support Staff-Entry Level

Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, individuals with a High School Diploma or higher and in the following occupations: 5700 (Secretaries and Administrative Assistants), 5820 (Word Processors and Typists), 5860 (Office Clerks, General), and 5940 (Office Administrative Support Workers, all other).</td>
</tr>
</tbody>
</table>

2-Internal 0.00% NA

Title(s) Employee(s)
CUNY Office Assistant 36
### Administration 4 (College Lab Tech)

*Employee Count: 12*

College Laboratory Technicians (abbreviated as "CLT")

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

#### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce with High School Diploma or Higher. For the Scientific/Technical/IT specialty, in the following occupations: 1050 (Computer Support Specialists), 1965 (Other Life Physical and Social Science Technicians), 1910 (Biological Technicians), 1920 (Chemical Technicians), 1550 (Engineering Technicians), 2860 (Miscellaneous Media and Communications Workers). For the &quot;Other&quot; Specialty, 1050 (Computer Support Specialists), 1950 (Social Science Research Assistants), 2440 (Library Technicians), and 2860 (Miscellaneous Media and Communications Workers).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief College Lab Tech</td>
<td>1</td>
</tr>
<tr>
<td>College Lab Tech</td>
<td>9</td>
</tr>
<tr>
<td>Sr College Lab Tech</td>
<td>2</td>
</tr>
</tbody>
</table>

### Broadcast/Media

*Employee Count: 6*

Broadcast and Mass Media Technicians and Graphic Designers

In 2019, number of titles and scope were expanded

#### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher in the following occupations: 2900 (Broadcast and Sound Engineering Technicians and Radio Operators and Other Workers), 2920 (Television, Video, and Motion Picture Camera Operators and Editors), 2710 (Producers and Directors).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast Assc</td>
<td>6</td>
</tr>
</tbody>
</table>

### IT Support Technician

*Employee Count: 4*

IT Technical Support Workers

In 2017, IT Technicians were split from the Professional IT Staff

#### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, High School Diploma or higher in the following occupation: 1050 (Computer Support Specialists).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Support Asst</td>
<td>4</td>
</tr>
</tbody>
</table>
Category: Technicians

Print Shop
Employee Count: 6

Print Shop and Related Tech Workers

Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 5900 (Office Machine Operators except Computers), 8250 (Pre-Press Technicians), 8255 (Printing Press Operators), and 8256 (Binding and Finishing Workers). Note: 2630 (Graphic Designers) was not included given small population at CUNY and very large population in the workforce.</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

Title(s) | Employee(s)
---|---
Graphics Designer | 1
Print Shop Assistant | 1
Print Shop Associate | 3
Print Shop Coordinator | 1
## Category: Craft Workers

### Basic Crafts-Buildings and Grounds

**Employee Count:** 9

**Buildings and Grounds Workers**

In 2017, Maintenance Workers moved from Skilled Trades into this group. In 2019, Supervisor (Maintenance and Labor) moved from Skilled Trades into this group.

#### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>80.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 4210 (First-Line Supervisors of Landscape/Lawn Service/Grounds Workers), 4250 (Grounds Maintenance Workers), 7200 (Automotive Service Technicians and Mechanics), 7340 (Maintenance and Repair Workers-General), 9140 (Tax Drivers and Chauffeurs), and 9120 (Bus Drivers).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>20.00%</td>
<td>Employees in the Custodian and Custodial Supervisor job groups, and employees in Helper titles in the Laborers and Helpers job group, Civil Service permanency not required, as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance Worker</td>
<td>8</td>
</tr>
<tr>
<td>Supervisor (Maint&amp;Labor)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Laborers and Helpers

**Employee Count:** 13

**Entry-Level Craft Workers**

In 2017, split from Skilled Trades

#### Labor Market Availability Factors

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>60.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 6600 (Helpers-Electricians, Helpers-Pipelayers, etc.) and 9630 (Laborers and Freight, Stock and Material Movers).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>40.00%</td>
<td>Employees in the Custodial Assistant and Maintenance Worker titles, Civil Service permanency not required, as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laborer</td>
<td>11</td>
</tr>
<tr>
<td>Stock Worker Supervisor</td>
<td>2</td>
</tr>
</tbody>
</table>
Category: Craft Workers

**Skilled Trades**

Employee Count: 18

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>75.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the following occupations: 6230 (Carpenters), 6250 (Cement Masons/Concrete Finishers), 6335 (Electricians), 6420 (Painters and Paper Hangers), 6440 (Pipelayers, Plumbers, Pipefitters, and Steamfitters), 6460 (Plasterers and Stucco Masons), 6515 (Roofers), 6700 (Elevator Installers and Repairers), 7300 (Control and Valve Installers and Repairers), 7350 (Machinery Maintenance Workers), 7540 (Locksmiths and Safe Repairers), 8030 (Machinists), and 8610 (Stationary Engineers and Boiler Operators).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>25.00%</td>
<td>Employees in the title of Maintenance Worker or in any of the Helper titles in the Laborer-Helper job group, Civil Service permanency not required, as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter</td>
<td>2</td>
</tr>
<tr>
<td>Electrician</td>
<td>3</td>
</tr>
<tr>
<td>Locksmith</td>
<td>1</td>
</tr>
<tr>
<td>Oiler</td>
<td>3</td>
</tr>
<tr>
<td>Painter</td>
<td>2</td>
</tr>
<tr>
<td>Plumber</td>
<td>1</td>
</tr>
<tr>
<td>Stationary Engineer</td>
<td>6</td>
</tr>
</tbody>
</table>

**Skilled Trades-Supervisor**

Employee Count: 1

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>0.00%</td>
<td>Internal Only-Promotional Title</td>
</tr>
<tr>
<td>2-Internal</td>
<td>100.00%</td>
<td>Employees with Civil Service permanency in Skilled Trade job group titles corresponding to the supervisory titles as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stationary Engineer Sr</td>
<td>1</td>
</tr>
</tbody>
</table>
### Category: Service Workers and Others

#### Campus Peace Officer

Employee Count: 20

Campus Security-Mid Level Staff

Prior to 2019, security staff titles were divided into CPO1 (CSA and CPO Level 1) and CPO2 (CPO Level 2)

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>0.00%</td>
<td>2013-2017 ACS, New York State residents within the NY/NJ MSA workforce, with one year or more of College and in the occupation of 3850 (Police and Sheriffs Patrol Officers).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>20.00%</td>
<td>Employees in the title of Campus Security Assistant, Civil Service permanency not required, as of 6/1/2018.</td>
</tr>
</tbody>
</table>

**Title(s)**

<table>
<thead>
<tr>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Peace Officer</td>
</tr>
</tbody>
</table>

#### Campus Public Safety Sergeant

Employee Count: 11

Campus Security Supervisors and Campus Security Specialists

**Labor Market Availability Factors**

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

**Title(s)**

<table>
<thead>
<tr>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Pub Safety Sergeant</td>
</tr>
<tr>
<td>Campus Security Specialist</td>
</tr>
</tbody>
</table>

#### Campus Security Assistant

Employee Count: 25

Campus Security-Entry Level Staff

Prior to 2019, security staff titles were divided into CPO1 (CSA and CPO Level 1) and CPO2 (CPO Level 2)

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, New York State residents within the NY/NJ MSA workforce with High School Diploma or higher and one year of work experience (using proxy of minimum age of 18) and in the occupation of 3930 (Security Guards and Gaming Surveillance Officers).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Title(s)**

<table>
<thead>
<tr>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Security Asst</td>
</tr>
</tbody>
</table>
**Category: Service Workers and Others**

### Custodians-Entry Level

**Employee Count:** 46

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-External</td>
<td>100.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, no degree requirement, in the occupation 4220 (Janitors and Building Cleaners).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>0.00%</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodial Assistant</td>
<td>46</td>
</tr>
</tbody>
</table>

### Custodial Supervisor

**Employee Count:** 5

**Labor Market Availability Factors**

<table>
<thead>
<tr>
<th>LMA Factor</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>1-External</td>
<td>45.00%</td>
<td>2013-2017 ACS, NY/NJ MSA workforce, 8th Grade education or higher and in the occupation 4200 (First-Line Supervisors/Managers of Housekeeping and Janitorial Workers).</td>
</tr>
<tr>
<td>2-Internal</td>
<td>55.00%</td>
<td>Employees in the Custodial job group who are not temporary as of 6/1/2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Employee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodial Supervisor</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX C - JOB GROUPS / LABOR MARKET AVAILABILITY FACTORS

Note: In the 2018-2019 Academic Year, CUNY added the titles listed below (not all are used at the College).

<table>
<thead>
<tr>
<th>Job Code and Title Name</th>
<th>Job Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>200537 PSch Exec Director Strategic Initiatives and Ext Rels-Pasc</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200539 Assistant VP Institutional Effectiveness</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200562 University Executive Director-University Benefits</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200563 PSch Sr Associate Dean Strategic Initiatives</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200565 PSch Chief of Staff-AstAdm</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200566 PSch Assistant Dean External Affairs</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200567 University Executive Director-University Payroll</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200568 University Senior University Dean</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200569 University Associate Vice Chancellor Legal Affairs</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200570 University Executive Chief Litigation Counsel-UAstAdm</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200571 PSch Executive Director Alumni Engagement</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200572 University Dean Special Programs</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200573 VP Campus Planning and Facilities Management</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200574 PSch Assistant Dean for Institutional Effectiveness</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200575 PSch Executive Counsel and Labor Designee</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200576 PSch Executive Director Bar Preparation Programs</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200577 Univ Executive Deputy to Vice Chancellor</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200578 Univ Senior Vice Chancellor InstAffair Strat Adv &amp; Specl Cou</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200579 Executive Counsel (AstAdm)</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200580 Univ Executive Director Recruitment and Diversity</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200581 Univ Vice Chancellor Communications and Marketing</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200582 University Assistant Vice Chancellor OHRM</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200583 University Associate Vice Chancellor &amp; Chief of Staff</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200584 PSch Assistant Dean</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200585 Univ Senior Director IT Business -UAstAdm</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>200586 University Executive Director Tax Policy</td>
<td>ADMIN1-EXEC</td>
</tr>
<tr>
<td>500286 Television Media Engineering and Operations Technician 1</td>
<td>BDCAST-TECH</td>
</tr>
<tr>
<td>500288 Television Media Engineering and Operations Technician 2</td>
<td>BDCAST-TECH</td>
</tr>
<tr>
<td>500292 Television Media Production Specialist 1</td>
<td>BDCAST-TECH</td>
</tr>
<tr>
<td>500294 Television Media Production Specialist 2</td>
<td>BDCAST-TECH</td>
</tr>
<tr>
<td>500296 Television Media Production Specialist 3</td>
<td>BDCAST-TECH</td>
</tr>
<tr>
<td>500298 Television Media Design Specialist 1</td>
<td>BDCAST-TECH</td>
</tr>
<tr>
<td>500300 Television Media Design Specialist 2</td>
<td>BDCAST-TECH</td>
</tr>
</tbody>
</table>
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 system. Only those departments with assigned faculty are listed here. Disciplines listing fewer than five faculty in a job group are listed here but 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: 412
### Area, Ethnic, Cultural, Gender, and Group Studies

<table>
<thead>
<tr>
<th>Faculty Count: 16</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10314</td>
<td>Africana Studies</td>
<td>6</td>
</tr>
<tr>
<td>10179</td>
<td>Latin American &amp; Latina/O St</td>
<td>10</td>
</tr>
</tbody>
</table>

### Business, Management, Marketing, Support Services

<table>
<thead>
<tr>
<th>Faculty Count: 9</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10088</td>
<td>Economics</td>
<td>9</td>
</tr>
</tbody>
</table>

### Communications, Journalism, etc. AND Visual and Performing Arts

<table>
<thead>
<tr>
<th>Faculty Count: 9</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10060</td>
<td>Communication And Theater Arts</td>
<td>9</td>
</tr>
</tbody>
</table>

### Education - Developmental

<table>
<thead>
<tr>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>75023</td>
<td>Counseling &amp; Human Services</td>
<td>6</td>
</tr>
<tr>
<td>80170</td>
<td>Grant &amp; Research Admin</td>
<td>1</td>
</tr>
<tr>
<td>65100</td>
<td>SEEK - Lump Sum</td>
<td>6</td>
</tr>
</tbody>
</table>

### English Language and Literature/Letters

<table>
<thead>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10102</td>
<td>English</td>
<td>52</td>
</tr>
</tbody>
</table>

### Foreign Languages, Literatures, and Linguistics

<table>
<thead>
<tr>
<th>Faculty Count: 7</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10117</td>
<td>Modern Languages &amp; Literatures</td>
<td>7</td>
</tr>
</tbody>
</table>

### History

<table>
<thead>
<tr>
<th>Faculty Count: 18</th>
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</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10147</td>
<td>History</td>
<td>18</td>
</tr>
</tbody>
</table>

### Homeland Security, Law Enforcement, Firefighting, etc.

<table>
<thead>
<tr>
<th>Faculty Count: 57</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10419</td>
<td>Criminal Justice</td>
<td>20</td>
</tr>
<tr>
<td>Department ID</td>
<td>Department Name</td>
<td>Faculty Count</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>10234</td>
<td>Law, Police Sci &amp; CrimJustice Adm</td>
<td></td>
</tr>
<tr>
<td>10116</td>
<td>Security, Fire and Emergency</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Library (Librarians/Non-Teaching)</strong></td>
<td></td>
</tr>
<tr>
<td>70054</td>
<td>Library</td>
<td>Faculty Count: 11</td>
</tr>
<tr>
<td></td>
<td><strong>Mathematics and Computer Science</strong></td>
<td>Faculty Count: 31</td>
</tr>
<tr>
<td>10195</td>
<td>Mathematics &amp; Computer Science</td>
<td>Faculty Count: 31</td>
</tr>
<tr>
<td></td>
<td><strong>Multi/Interdisciplinary Studies</strong></td>
<td>Faculty Count: 8</td>
</tr>
<tr>
<td>10165</td>
<td>Interdisciplinary Studies</td>
<td>Faculty Count: 8</td>
</tr>
<tr>
<td></td>
<td><strong>Parks, Recreation, Leisure and Fitness Studies</strong></td>
<td>Faculty Count: 1</td>
</tr>
<tr>
<td>10222</td>
<td>Health &amp; Physical Education</td>
<td>Faculty Count: 1</td>
</tr>
<tr>
<td></td>
<td><strong>Philosophy and Religious Studies</strong></td>
<td>Faculty Count: 11</td>
</tr>
<tr>
<td>10221</td>
<td>Philosophy</td>
<td>Faculty Count: 11</td>
</tr>
<tr>
<td></td>
<td><strong>Physical Sciences</strong></td>
<td>Faculty Count: 26</td>
</tr>
<tr>
<td>10225</td>
<td>Sciences</td>
<td>Faculty Count: 26</td>
</tr>
<tr>
<td></td>
<td><strong>Psychology</strong></td>
<td>Faculty Count: 44</td>
</tr>
<tr>
<td>10245</td>
<td>Psychology</td>
<td>Faculty Count: 44</td>
</tr>
<tr>
<td></td>
<td><strong>Public Administration</strong></td>
<td>Faculty Count: 29</td>
</tr>
<tr>
<td>10249</td>
<td>Public Management</td>
<td>Faculty Count: 29</td>
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</table>
## Social Sciences
Faculty Count: 61

<table>
<thead>
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<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10015</td>
<td>Anthropology</td>
<td>11</td>
</tr>
<tr>
<td>10316</td>
<td>Political Science</td>
<td>21</td>
</tr>
<tr>
<td>10283</td>
<td>Sociology</td>
<td>29</td>
</tr>
</tbody>
</table>

## Visual and Performing Arts
Faculty Count: 9

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10022</td>
<td>Art And Music</td>
<td>9</td>
</tr>
</tbody>
</table>
APPENDIX D-1 - COLLEGE LAB TECHNICIAN CATEGORIES

John Jay College

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: 12

<table>
<thead>
<tr>
<th>Department ID</th>
<th>Department Name</th>
<th>Number of Technicians</th>
</tr>
</thead>
<tbody>
<tr>
<td>10225</td>
<td>Sciences</td>
<td>12</td>
</tr>
</tbody>
</table>
Appendix E-1 presents utilization and underutilization of protected groups by job group.

A group is reported only when five or more employees are 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 for females and total minorities represent specific placement goals as prescribed for federal Affirmative Action Plans.

Total Minority is comprised of Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, American Indian/Alaska Native and Two or More Races.
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: 23

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04315</td>
<td>Administrator</td>
</tr>
<tr>
<td>04321</td>
<td>Assc Administrator</td>
</tr>
<tr>
<td>04320</td>
<td>Assc Dean</td>
</tr>
<tr>
<td>04723</td>
<td>Asst Administrator</td>
</tr>
<tr>
<td>04722</td>
<td>Asst Dean</td>
</tr>
<tr>
<td>04316</td>
<td>Asst Vice President</td>
</tr>
<tr>
<td>04314</td>
<td>Dean</td>
</tr>
<tr>
<td>04702</td>
<td>Vice President</td>
</tr>
</tbody>
</table>

Utilization Report

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>47.8%</td>
<td>34.8%</td>
<td>13.0%</td>
<td>13.0%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>44.2%</td>
<td>27.7%</td>
<td>9.8%</td>
<td>8.8%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
**Category:** Executive/Administrative/Managerial  

**Job Group:** Administration 2 (Manager)  
**Description:** Manager-Level Administrators  
**Full-time Employees:** 164

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04075</td>
<td>HE Associate</td>
</tr>
<tr>
<td>04097</td>
<td>HE Officer</td>
</tr>
</tbody>
</table>

### Utilization Report

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Employees</strong></td>
<td>118</td>
<td>94</td>
<td>13</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td><strong>Underutilized (Y = Yes)</strong></td>
<td></td>
<td></td>
<td>72.0%</td>
<td>57.3%</td>
<td>7.9%</td>
</tr>
<tr>
<td><strong>Number Underutilized</strong></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actual Utilization Percent</strong></td>
<td>72.0%</td>
<td>57.3%</td>
<td>7.9%</td>
<td>25.6%</td>
<td>23.2%</td>
</tr>
<tr>
<td><strong>Labor Market Avail. Percent</strong></td>
<td>57.4%</td>
<td>48.1%</td>
<td>11.0%</td>
<td>19.6%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>
APPENDIX E-1 - ADMINISTRATOR / STAFF UTILIZATION BY JOB GROUP

Category: Executive/Administrative/Managerial

Job Group: Facility Manager

Description: Facility Superintendents (Managerial)

Full-time Employees: 5

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04975</td>
<td>Admin Supt Builds Grds</td>
</tr>
<tr>
<td>04984</td>
<td>Chief Admin Supt - Competitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>40.0%</td>
<td>60.0%</td>
<td>40.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>21.3%</td>
<td>38.1%</td>
<td>13.9%</td>
<td>11.3%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
Category: Professional Non-Faculty

Job Group: Administration 3 (Professional)

Description: Entry and Mid-Level Administrators (Professionals)

Full-time Employees: 183

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04017</td>
<td>Asst to HEO</td>
</tr>
<tr>
<td>04099</td>
<td>HE Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Employees</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
Category: Professional Non-Faculty

Job Group: IT Computer Professional
Description: Information Technology Professionals
Full-time Employees: 30

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04877</td>
<td>IT Associate</td>
</tr>
<tr>
<td>04875</td>
<td>IT Asst</td>
</tr>
<tr>
<td>04029</td>
<td>IT Bus Data Rep Analyst</td>
</tr>
<tr>
<td>04880</td>
<td>IT Sr Associate</td>
</tr>
</tbody>
</table>

### Utilization Report

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
<td></td>
<td>25</td>
<td>6</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>33.3%</td>
<td>83.3%</td>
<td>20.0%</td>
<td>43.3%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>42.3%</td>
<td>55.7%</td>
<td>28.0%</td>
<td>33.3%</td>
<td>12.7%</td>
</tr>
</tbody>
</table>
Category: Administrative Support Workers

Job Group: Office Assistant

Description: Administrative Support Staff-Entry Level

Full-time Employees: 36

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04802</td>
<td>CUNY Office Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
<td>32</td>
<td>32</td>
<td>5</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>88.9%</td>
<td>88.9%</td>
<td>13.9%</td>
<td>41.7%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>87.9%</td>
<td>40.0%</td>
<td>7.8%</td>
<td>14.3%</td>
<td>16.2%</td>
</tr>
</tbody>
</table>
Category: Craft Workers

Job Group: Basic Crafts-Buildings and Grounds
Description: Buildings and Grounds Workers
Full-time Employees: 9

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>90698</td>
<td>Maintenance Worker</td>
</tr>
<tr>
<td>91310</td>
<td>Supervisor (Maint&amp;Labor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Number of Employees</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
Category: Craft Workers

Job Group: Laborers and Helpers
Description: Entry-Level Craft Workers
Full-time Employees: 13

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>90702</td>
<td>Laborer</td>
</tr>
<tr>
<td>12202</td>
<td>Stock Worker Supervisor</td>
</tr>
</tbody>
</table>

Utilization Report

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td>Y</td>
<td></td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>0.0%</td>
<td>92.3%</td>
<td>0.0%</td>
<td>38.5%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>20.9%</td>
<td>72.0%</td>
<td>6.2%</td>
<td>23.7%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>
Category: Craft Workers

Job Group: Skilled Trades
Description: Skilled Tradespeople
Full-time Employees: 18

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04899</td>
<td>Carpenter</td>
</tr>
<tr>
<td>91717</td>
<td>Electrician</td>
</tr>
<tr>
<td>04905</td>
<td>Locksmith</td>
</tr>
<tr>
<td>04891</td>
<td>Oiler</td>
</tr>
<tr>
<td>91830</td>
<td>Painter</td>
</tr>
<tr>
<td>91915</td>
<td>Plumber</td>
</tr>
<tr>
<td>04915</td>
<td>Stationary Engineer</td>
</tr>
</tbody>
</table>

Utilization Report

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Number Underutilized</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>0.0%</td>
<td>22.2%</td>
<td>5.6%</td>
<td>0.0%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>2.2%</td>
<td>45.1%</td>
<td>4.3%</td>
<td>13.1%</td>
<td>25.6%</td>
</tr>
</tbody>
</table>
Category: Technicians

Job Group: Broadcast/Media

Description: Broadcast and Mass Media Technicians and Graphic Designers

Full-time Employees: 6

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04992</td>
<td>Broadcast Assc</td>
</tr>
</tbody>
</table>

### Utilization Report

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
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<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
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<td>Y</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>0.0%</td>
<td>66.7%</td>
<td>0.0%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>32.4%</td>
<td>26.2%</td>
<td>6.1%</td>
<td>7.0%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>
Category: Technicians

Job Group: Print Shop

Description: Print Shop and Related Tech Workers

Full-time Employees: 6

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04808</td>
<td>Graphics Designer</td>
</tr>
<tr>
<td>04805</td>
<td>Print Shop Assistant</td>
</tr>
<tr>
<td>04806</td>
<td>Print Shop Associate</td>
</tr>
<tr>
<td>04807</td>
<td>Print Shop Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Number of Employees</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
Category: Service Workers and Others

**Job Group:** Campus Public Safety Sergeant

**Description:** Campus Security Supervisors and Campus Security Specialists

Full-time Employees: 11

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04846</td>
<td>Campus Pub Safety Sergeant</td>
</tr>
<tr>
<td>04845</td>
<td>Campus Security Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Employees</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
Category: Service Workers and Others

**Job Group:** Campus Peace Officer

Description: Campus Security-Mid Level Staff

Full-time Employees: 20

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04844</td>
<td>Campus Peace Officer</td>
</tr>
</tbody>
</table>

### Utilization Report

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
<td>6</td>
<td>19</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>30.0%</td>
<td>95.0%</td>
<td>5.0%</td>
<td>45.0%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>18.6%</td>
<td>53.8%</td>
<td>7.7%</td>
<td>24.1%</td>
<td>20.2%</td>
</tr>
</tbody>
</table>
Category: Service Workers and Others

Job Group: Campus Security Assistant
Description: Campus Security-Entry Level Staff
Full-time Employees: 25

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04841</td>
<td>Campus Security Asst</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04841</td>
<td>Campus Security Asst</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Employees</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
Category: Service Workers and Others

Job Group: Custodial Supervisor

Description: Custodial Supervisors

Full-time Employees: 5

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>04862</td>
<td>Custodial Supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Employees</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
### Category: Service Workers and Others

### Job Group: Custodial

**Description:** Custodians-Entry Level

**Full-time Employees:** 46

Employees in this group hold the following titles:

<table>
<thead>
<tr>
<th>Title ID</th>
<th>Title Name</th>
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</thead>
<tbody>
<tr>
<td>04861</td>
<td>Custodial Assistant</td>
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</tbody>
</table>

#### Utilization Report

<table>
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<tr>
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<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employees</td>
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<td>21</td>
<td>19</td>
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<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>50.0%</td>
<td>91.3%</td>
<td>4.3%</td>
<td>45.7%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>26.9%</td>
<td>68.0%</td>
<td>5.1%</td>
<td>19.8%</td>
<td>41.5%</td>
</tr>
</tbody>
</table>
John Jay College

Appendix E-2 presents utilization and underutilization for College Laboratory Technicians, by general discipline and by protected demographic group.

A group is reported only when five or more employees are 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 for females and total minorities represent specific placement goals as prescribed for federal Affirmative Action Plans.

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

Full-Time Employees: 12

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

**Department ID** | **Department Name**
---|---
10225 | Sciences

<table>
<thead>
<tr>
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<td>Y</td>
<td></td>
</tr>
<tr>
<td>Number Underutilized</td>
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<tr>
<td>Actual Utilization Percent</td>
<td>75.0%</td>
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<td>25.0%</td>
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<td>33.3%</td>
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<td>Labor Market Avail. Percent</td>
<td>27.8%</td>
<td>49.3%</td>
<td>22.4%</td>
<td>10.6%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>
APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM

John Jay College

Appendix E-3 presents utilization and underutilization, of faculty members in protected groups, by academic discipline within job group.

A group is reported only when five or more faculty are 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 for females and total minorities represent specific placement goals as prescribed for federal Affirmative Action Plans. Note that the official underutilization measures are those calculated for the academic discipline, which may comprise more than one department.

Total Minority is comprised of Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, American Indian/Alaska Native and Two or More Races.
## APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM

### Area, Ethnic, Cultural, Gender, and Group Studies

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

- 10314 Africana Studies
- 10179 Latin American & Latina/O St

### Utilization Report

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
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<tbody>
<tr>
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<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/Latino</th>
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<tbody>
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<td></td>
<td>Y</td>
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<tr>
<td>Number Underutilized</td>
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<td></td>
<td></td>
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<tr>
<td>Actual Utilization Percent</td>
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<td>80.0%</td>
<td>0.0%</td>
<td>20.0%</td>
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<td>Labor Market Avail. Percent</td>
<td>61.5%</td>
<td>45.2%</td>
<td>4.8%</td>
<td>13.4%</td>
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</table>
### Business, Management, Marketing, Support Services

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

10088  Economics

---

#### Utilization Report

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<th>Job Group</th>
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<th>Hispanic/Latino</th>
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<td>1</td>
<td>1</td>
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<td>25.0%</td>
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<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
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<td>42.9%</td>
<td>37.2%</td>
<td>7.0%</td>
<td>21.6%</td>
<td>6.5%</td>
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</table>
Communications, Journalism, etc. AND Visual and Performing Arts

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

10060 Communication And Theater Arts

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<th>Hispanic/ Latino</th>
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<td>Y</td>
<td></td>
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<tr>
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<td>0</td>
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<td>Actual Utilization Percent</td>
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<td>62.5%</td>
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<td>0.0%</td>
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<td>Labor Market Avail. Percent</td>
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<td>52.4%</td>
<td>19.4%</td>
<td>7.2%</td>
<td>4.3%</td>
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</table>

APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM
Education - Developmental

Faculty reported in this category are assigned to the following department(s):
- 75023 Counseling & Human Services
- 80170 Grant & Research Admin
- 65100 SEEK - Lump Sum

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<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
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<tr>
<td>Total Faculty</td>
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<table>
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<tbody>
<tr>
<td>Female</td>
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<td>Number of Faculty</td>
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</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
# 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):

10102 English

### Job Group: Faculty-Professorial

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<tr>
<th>Total Faculty:</th>
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#### Utilization Report

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<th>Black/African Am.</th>
<th>Hispanic/Latino</th>
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<tbody>
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</tr>
<tr>
<td>Number Underutilized</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>51.4%</td>
<td>18.9%</td>
<td>5.4%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>63.4%</td>
<td>14.6%</td>
<td>3.6%</td>
<td>4.2%</td>
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</table>

### Job Group: Faculty-Lecturer

<table>
<thead>
<tr>
<th>Total Faculty:</th>
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#### Utilization Report

<table>
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<th>Hispanic/Latino</th>
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<td>Y</td>
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<tr>
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<tr>
<td>Actual Utilization Percent</td>
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<td>26.7%</td>
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<td>Labor Market Avail. Percent</td>
<td>71.6%</td>
<td>33.6%</td>
<td>6.4%</td>
<td>9.7%</td>
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</table>
Foreign Languages, Literatures, and Linguistics
Faculty reported in this category are assigned to the following department(s):
10117 Modern Languages & Literatures

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<tbody>
<tr>
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<tr>
<td>Number Underutilized</td>
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</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>100.0%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>59.2%</td>
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</table>
### History
Faculty reported in this category are assigned to the following department(s):

- 10147 History

#### Job Group: Faculty-Professorial
Total Faculty: 17

<table>
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<tr>
<td>Actual Utilization Percent</td>
<td>35.3%</td>
<td>23.5%</td>
<td>5.9%</td>
<td>5.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>46.3%</td>
<td>18.4%</td>
<td>2.1%</td>
<td>6.2%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
### Homeland Security, Law Enforcement, Firefighting, etc.

Faculty reported in this category are assigned to the following department(s):
- 10419 Criminal Justice
- 10234 Law, Police Sci & Crim Justice Adm
- 10116 Security, Fire and Emergency

#### Job Group: Faculty-Professorial

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<thead>
<tr>
<th>Number of Faculty</th>
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<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
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<th>Hispanic/Latino</th>
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<td>8.2%</td>
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<td>Labor Market Avail. Percent</td>
<td>47.8%</td>
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<td>18.3%</td>
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#### Job Group: Faculty-Lecturer

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<th>Hispanic/Latino</th>
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</thead>
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<table>
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<td>46.3%</td>
<td>49.6%</td>
<td>4.7%</td>
<td>16.5%</td>
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</table>
Library (Librarians/Non-Teaching)

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

70054 Library

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<td>Labor Market Avail. Percent</td>
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<td>4.0%</td>
<td>4.4%</td>
<td>3.8%</td>
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</table>
## Mathematics and Computer Science

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

10195  Mathematics & Computer Science

### Job Group: Faculty-Professorial

<table>
<thead>
<tr>
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<th>Hispanic/Latino</th>
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<th>Black/African Am.</th>
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<th>Total Minority</th>
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</tr>
<tr>
<td>52.9%</td>
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</tr>
<tr>
<td>41.2%</td>
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<tr>
<td>5.9%</td>
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<tr>
<td>0.0%</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Labor Market Avail. Percent</th>
<th>Hispanic/Latino</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Female</th>
<th>Total Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.3%</td>
<td></td>
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</tr>
<tr>
<td>25.8%</td>
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<td></td>
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<tr>
<td>6.2%</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>5.4%</td>
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### Job Group: Faculty-Lecturer

<table>
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<th>Black/African Am.</th>
<th>Female</th>
<th>Total Minority</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Utilization Percent</th>
<th>Hispanic/Latino</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Female</th>
<th>Total Minority</th>
</tr>
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<tbody>
<tr>
<td>28.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71.4%</td>
<td></td>
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<td>14.3%</td>
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<tr>
<td>28.6%</td>
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</tr>
<tr>
<td>28.6%</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Labor Market Avail. Percent</th>
<th>Hispanic/Latino</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Female</th>
<th>Total Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.7%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>43.8%</td>
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<td>20.8%</td>
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<td></td>
<td></td>
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</table>
## Multi/Interdisciplinary Studies

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

10165 Interdisciplinary Studies

### Utilization Report

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Number Underutilized</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>62.5%</td>
<td>12.5%</td>
<td>0.0%</td>
<td>12.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>54.6%</td>
<td>23.6%</td>
<td>5.3%</td>
<td>10.0%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>
**Philosophy and Religious Studies**

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

10221 Philosophy

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty:</td>
<td>11</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Number of Faculty</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
## Physical Sciences
Faculty reported in this category are assigned to the following department(s):

10225 Sciences

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty:</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Number of Faculty</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
**APPENDIX E-3 - FACULTY UTILIZATION BY DISCIPLINE/PROGRAM**

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

10245 Psychology

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty</td>
<td>44</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total Minority</td>
</tr>
<tr>
<td>Asian/Nat. Haw./Other Pac. Isl.</td>
</tr>
<tr>
<td>Black/African Am.</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty</td>
<td>24</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Number Underutilized</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>54.5%</td>
<td>27.3%</td>
<td>9.1%</td>
<td>13.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>75.0%</td>
<td>29.3%</td>
<td>5.8%</td>
<td>8.8%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>
Public Administration
Faculty reported in this category are assigned to the following department(s):
10249 Public Management

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty:</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilization Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
</tr>
<tr>
<td>Number of Faculty</td>
</tr>
<tr>
<td>Underutilized (Y = Yes)</td>
</tr>
<tr>
<td>Number Underutilized</td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
</tr>
</tbody>
</table>
### Social Sciences
Faculty reported in this category are assigned to the following department(s):

- 10015 Anthropology
- 10316 Political Science
- 10283 Sociology

**Job Group** Faculty-Professorial

| Total Faculty: | 58 |

| Utilization Report |
|-------------------|----------------|
| Female | Total Minority | Asian/Nat. Haw./Other Pac. Isl. | Black/African Am. | Hispanic/Latino |
| Number of Faculty | [ ] 34 | [ ] 19 | [ ] 7 | [ ] 5 | [ ] 6 |
| Underutilized (Y = Yes) | [ ] | [ ] | [ ] | [ ] | [ ] |
| Number Underutilized | [ ] | [ ] | [ ] | [ ] | [ ] |
| Actual Utilization Percent | 58.6% | 32.8% | 12.1% | 8.6% | 10.3% |
| Labor Market Avail. Percent | 46.9% | 20.7% | 5.7% | 5.5% | 7.5% |
**Visual and Performing Arts**
Faculty reported in this category are assigned to the following department(s):

10022       Art And Music

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Faculty-Professorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty:</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Total Minority</th>
<th>Asian/Nat. Haw./Other Pac. Isl.</th>
<th>Black/African Am.</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty</td>
<td>4</td>
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<td>0</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Underutilized (Y = Yes)</td>
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<td>Y</td>
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</tr>
<tr>
<td>Number Underutilized</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Utilization Percent</td>
<td>44.4%</td>
<td>44.4%</td>
<td>0.0%</td>
<td>22.2%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Labor Market Avail. Percent</td>
<td>50.7%</td>
<td>19.6%</td>
<td>8.0%</td>
<td>4.0%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
Appendix F provides tables with detail on personnel activities and faculty tenure actions by ethnicity and gender. This first section (F-1) provides detail on personnel activity in the categories noted below, evaluated by job group and by EEO Category.

Detail on selected categories/groups with material levels of activity are published here.

### Personnel Action Categories

<table>
<thead>
<tr>
<th>Action Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement</td>
<td>Moved to a job title that represents career advancement, whether or not on a published career path. Can be evaluated by sub-categories (Moved to a Higher Title within Group and Moved to a Higher Job Group).</td>
</tr>
<tr>
<td>Joined Group - Hire</td>
<td>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 those appointed through Civil Service Transfer Rosters.</td>
</tr>
<tr>
<td>Joined Group - Internal Move</td>
<td>Joined group from another job group. Can be evaluated by sub-categories (Joined from a Higher Job Group, Joined from a Lower Job Group (Advancement), Other Change of Group, or Return to Faculty from Other Title).</td>
</tr>
<tr>
<td>Left Group - Internal Move</td>
<td>Left group to move to another job group. Can be evaluated by sub-categories (Move to a Higher Job Group (Advancement), Move to a Lower Job Group, Other Change of Group, or Return to Faculty from Other Title).</td>
</tr>
<tr>
<td>Left Group - Separation</td>
<td>Left employment at the college. Includes leaving CUNY entirely (for both voluntary and involuntary reasons) or leaving to take a job at another college, including through Civil Service Transfer Rosters.</td>
</tr>
</tbody>
</table>
## Campus Summary-All Groups

<table>
<thead>
<tr>
<th></th>
<th>NET ADDITIONS</th>
<th>Joined Group - HIRE</th>
<th>Joined Group-INTERNAL MOVE</th>
<th>NET SUBTRATIONS</th>
<th>Left Group - SEPARATION</th>
<th>Left Group-INTERNAL MOVE</th>
<th>TOTAL ADVANCEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Addition #</td>
<td>Addition %</td>
<td>Hire (Outside CUNY and Other CUNY College)</td>
<td>Previously in a Higher Group</td>
<td>Previously in a Lower Group</td>
<td>Other Change</td>
<td>Return to Faculty</td>
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<tr>
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<td>104</td>
<td>104</td>
<td>6</td>
<td>19</td>
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<td>(94)</td>
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<tr>
<td>Male</td>
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<td>36</td>
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<td>36</td>
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<td>4</td>
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</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>68</td>
<td>65%</td>
<td>68</td>
<td>5</td>
<td>15</td>
<td>(52)</td>
</tr>
<tr>
<td>Other/Unknown</td>
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<td>0%</td>
<td>-</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Min</td>
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<td>64%</td>
<td>67</td>
<td>3</td>
<td>12</td>
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</tr>
<tr>
<td>Black</td>
<td>7</td>
<td>24</td>
<td>23%</td>
<td>24</td>
<td>-</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>26</td>
<td>25%</td>
<td>26</td>
<td>3</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Other Minority</td>
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<td>3%</td>
<td>3</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Italian-American</td>
<td>5 (5)</td>
<td>2</td>
<td>2%</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White (Not Ital)</td>
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<td>35</td>
<td>34%</td>
<td>35</td>
<td>1</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>All White</td>
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<td>37</td>
<td>36%</td>
<td>37</td>
<td>3</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Unknown</td>
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<td>0</td>
<td>0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Veterans</td>
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<td>4%</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Individuals w/Disabilities</td>
<td>1</td>
<td>2</td>
<td>2%</td>
<td>2</td>
<td>-</td>
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</table>

Personnel Action Summary
## Job Group Detail

### Administration 1 (Executive)

<table>
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<th>Administration 1 (Executive)</th>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Joined Group - HIRE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NET SUBTRACTIONS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Left Group - SEPARATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Left Group - INTERNAL MOVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Left Group-INTERNAL MOVE</td>
</tr>
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<td></td>
<td></td>
<td>TOTAL ADVANCEMENTS</td>
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<tr>
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<td>1</td>
<td>Additions %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hire (Outside CUNY and Other CUNY College)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Previously in Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Previously in a Higher Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Previously in a Lower Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Return to Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sub #</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>Left for another Job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Left for a Higher Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Left for a Lower Group</td>
</tr>
<tr>
<td></td>
<td></td>
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## Personnel Action Summary

### Administration 2 (Managers)

**Job Group Detail**

#### Administration 2 (Managers)

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**Net Group Changes:**
- **NET ADDITIONS**
- **Joined Group - HIRE**
- **Joined Group - INTERNAL**
- **Left Group - INTERNAL**
- **Left Group - INTERNAL MOVE**

**Net Subtractions:**
- **Separation (Left College or Left CUNY)**
- **Left for another Job Group**
- **Left for a Higher Group**
- **Left for a Lower Group**
- **Other Change**
- **Returned to Faculty**

**Total Advancements:**
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- **Advance%**
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**Personnel Action Summary**
### Personnel Action Summary

#### Administration 3 (Professional)

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**Administration 3 (Professional)**

**Join Group - HIRE**

- Addition #
- Additions %
- Hire (Outside CUNY and Other CUNY College)
- Previously in a Higher Group
- Previously in a Lower Group
- Other Change
- Return to Faculty

**NET ADDITIONS**

- Sub. #
- Sub %
- Separation (Left College or Left CUNY)
- Left for another Job Group
- Left for a Higher Group
- Left for a Lower Group
- Other Change
- Returned to Faculty

**NET SUBTRACTIONS**

- Advancements to Higher Group or Within Group
- Advance%

**Total ADVANCEMENTS**

- Total
- Male
- Female
- Other/Unknown

**Join Group - INTERNAL MOVE**

- Total
- Male
- Female
- Other/Unknown

**Left Group - INTERNAL MOVE**

- Total
- Male
- Female
- Other/Unknown

**Left Group - SEPARATION**

- Total
- Male
- Female
- Other/Unknown

**Left Group - INTERNAL MOVE**

- Total
- Male
- Female
- Other/Unknown

**TOTAL ADVANCEMENTS**

- Total
- Male
- Female
- Other/Unknown

**NET ADDITIONS**

- Total
- Male
- Female
- Other/Unknown

**NET SUBTRACTIONS**

- Total
- Male
- Female
- Other/Unknown

**TOTAL ADVANCEMENTS**

- Total
- Male
- Female
- Other/Unknown

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**Personnel Action Summary**

Page 1 of 1
## Personnel Action Summary

**Job Group Detail**  
**IT Computer Professional**

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### Personnel Action Summary

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#### Total Advancements

- **Advancements to Higher Group or Within Group**: 3
- **Advance %**: 100%

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**Net Additions**

- **NET ADDITIONS**
- **NET SUBTRACTIONS**
- **Left Group-INTERNAL MOVE**
- **TOTAL ADVANCEMENTS**

**Personnel Action Summary**
<p>| Group                          | Addition # | Additions % | Hire (Outside CUNY and Other CUNY College) | Previously in a Higher Group | Previously in a Lower Group | Other Change | Return to Faculty | Sub. # | Sub % | Separation (Left College or Left CUNY) | Left for another Job Group | Left for a Higher Group | Left for a Lower Group | Other Change | Returned to Faculty | Advancements to Higher Group or Within Group | Advance % |
|-------------------------------|------------|-------------|---------------------------------------------|-------------------------------|------------------------------|---------------------------|----------------|----------------|--------|------|----------------------------------------|----------------------------|------------------------|------------------------|----------------|----------------------|-------------------------------------------------|-----------|
| Total                         | (2)        |             |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Male                          | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Female                        | (2)        | 100%        |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Other/Unknown                 | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Total Min                     | (2)        | 100%        | 1                                           | 1                            |                             |                           | (3) 100%       | (3) 100%     |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Asian                         | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Black                         | 1          | 100%        |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Hispanic                      | (3)        | 0%          |                                             |                               |                              |                           | (3) 100%       | (3) 100%     |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Italian-American              | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| White (Not Ital)              | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| All White                     | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Unknown                       | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Veterans                      | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |
| Individuals w/Disabilities    | -          | 0%          |                                             |                               |                              |                           |                |             |        |      |                                        |                             |                        |                        |                |                      |                                                                  |           |</p>
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Personnel Action Summary
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**Note:** The table includes net additions, joined groups, left groups, and total advancements for various categories such as gender, race, and disabilities. Each row represents a specific group or category, and the columns detail actions such as hiring, joining internal moves, separation, and advancements.
### Job Group Detail

#### Campus Peace Officer-Sergeant

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**Personnel Action Summary**
## Personnel Action Summary

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### Job Group Detail

**Net Group Changes**

- **Addition #**
- **Additions %**

**Joined Group - HIRE**

- **Hire (Outside CUNY and Other CUNY College)**
- **Previously in a Higher Group**
- **Previously in a Lower Group**
- **Other Change**
- **Return to Faculty**

**NET SUBTRACTIONS**

- **Left Group - SEPARATION**
- **Left Group - INTERNAL**
- **Left Group-INTERNAL MOVE**

**TOTAL ADVANCEMENTS**

- **Advancements to Higher Group or Within Group**
- **Advance %**

---

Page 1 of 1
## Job Group Detail
### Campus Peace Officer

### Personnel Action Summary

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Net Group Changes:
- Total: 4
- Male: 2
- Female: 2
- Other/Unknown: 2

Additions:
- Male: 2, 100%
- Female: 2, 100%
- Other/Unknown: 2

Joining Groups:
- Total: 4
- Male: 2
- Female: 2
- Other/Unknown: 2

Hire (Outside CUNY and Other CUNY College):
- Male: 2, 100%
- Female: 2, 100%
- Other/Unknown: 2

Previously in a Higher Group:
- Male: 1
- Female: 1
- Other/Unknown: 1

Previously in a Lower Group:
- Male: 1
- Female: 1
- Other/Unknown: 1

Other Change:
- Male: 1
- Female: 1
- Other/Unknown: 1

Return to Faculty:
- Male: 1
- Female: 1
- Other/Unknown: 1

Separation (Left College or Left CUNY):
- Total: 0
- Male: 0
- Female: 0
- Other/Unknown: 0

Left for another Job Group:
- Total: 0
- Male: 0
- Female: 0
- Other/Unknown: 0

Left for a Higher Group:
- Total: 0
- Male: 0
- Female: 0
- Other/Unknown: 0

Left for a Lower Group:
- Total: 0
- Male: 0
- Female: 0
- Other/Unknown: 0

Other Change:
- Total: 0
- Male: 0
- Female: 0
- Other/Unknown: 0

Advancements to Higher Group or Within Group:
- Total: 0
- Male: 0
- Female: 0
- Other/Unknown: 0

Advance%:
- Total: 0
- Male: 0
- Female: 0
- Other/Unknown: 0
## APPENDIX F-2 - TENURE ACTIONS BY DEPARTMENT, JOB GROUP AND TITLE (FACULTY / CLT)

### John Jay College

Appendix F-2 presents a summary of tenure actions. Tenure is a permanent status awarded on the basis of years of service and/or academic or research achievement.

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

Tenure is effective on September 1 of each academic year. Individuals listed here were awarded tenure effective September 1, 2018 (during this past plan year).

The Total Minority category is comprised of Asian/Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, American Indian/Alaska Native and Two or More Races.
## APPENDIX F-2 - TENURE ACTIONS BY DEPARTMENT, JOB GROUP AND TITLE (FACULTY / CLT)

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### Mathematics & Computer Science

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### Philosophy

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### Public Management

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<th>Race/Ethnicity</th>
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<td>Ascc Professor</td>
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<td>White</td>
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### Sciences

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<tbody>
<tr>
<td>Ascc Professor</td>
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<td>Female</td>
<td>White</td>
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<tr>
<td>College Lab Tech</td>
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<td>Tenured</td>
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### SEEK - Lump Sum

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### Summary for the College

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<th>Hispanic/Latino</th>
<th>White</th>
<th>Oth/Unk</th>
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John Jay College

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, 2018 through May 31, 2019).
## Recruiting Summary

### All Searches

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<th>Appl%</th>
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<th>Italian-American</th>
<th>White (Not Ital)</th>
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**Veterans**: 81
**Indiv. w Disabilities**: 191
## Category Summary

### Executive-Administrative-Managerial

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### Job Group Summary

**Administration 2 (Managers)**

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<th>Off%</th>
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Job Group Summary

Facility Manager

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### Summary of Searches by Job Group

Total Searches: 61

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# Recruiting Summary

## Custodial Supervisor

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### Recruiting Summary

#### Not Applicable

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</table>
Appendix H presents utilization of Individuals with Disabilities ("IWD") by job group. It presents total staff in the job group, number of Individuals with Disabilities, and percentage of Individuals with Disabilities in the job group.

The federal guideline for staffing of Individuals with Disabilities is 7.0% for each job group. While there is a requirement to report staffing, there is no requirement to calculate underutilization or set placement goals.

Total Individual(s) with Disabilities: 24 Percent of total reported employees: 2.3%
## APPENDIX H - UTILIZATION OF INDIVIDUALS WITH DISABILITIES

### Category: Executive/Administrative/Managerial

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
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<td>Administration 2 (Manager)</td>
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<tr>
<td>Facility Manager</td>
<td>5</td>
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<tr>
<td>IT Computer Manager</td>
<td>3</td>
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<tr>
<td>Security Manager</td>
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### Category: Professional Faculty

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### Category: Professional Non-Faculty

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<td>Administration 3 (Professional)</td>
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### Category: Administrative Support Workers

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<tr>
<td>Administrative Assistant</td>
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<td>25.0%</td>
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<tr>
<td>Office Assistant</td>
<td>36</td>
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<td>Mail Services Worker</td>
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### Category: Craft Workers

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<td>Print Shop</td>
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<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Category: Service Workers and Others

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Staff</th>
<th>Indiv. with Disabilities</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Public Safety Sergeant</td>
<td>11</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Campus Peace Officer</td>
<td>20</td>
<td>1</td>
<td>5.0%</td>
</tr>
<tr>
<td>Campus Security Assistant</td>
<td>25</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Custodial Supervisor</td>
<td>5</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Custodial</td>
<td>46</td>
<td>1</td>
<td>2.2%</td>
</tr>
</tbody>
</table>