

Index

Pg. 2	Annual Notification of Policy
	President's Statement of Equal Employment Opportunity/Affirmative Action
Pg. 4	Affirmative Action Guide for Committee Members
	Review of QCC Affirmative Action Efforts
Pg. 5	Problems Facing Higher Education
	Ways the President can enhance the Affirmative Action Program
Pg. 6	Role of the Affirmative Action Committee Member
Pg. 7	2005 Affirmative Action Committee Members

QUEENSBOROUGH COMMUNITY COLLEGE/CUNY is an Equal Employment Opportunity/Affirmative Action/Immigration reform and Control Act/American with Disabilities Act institution.

The College does not discriminate on the basis of age gender, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, veterans' or martial status in its student admissions, employment access or participation in programs and administration of educational policies.

TO: All Queensborough Community College Faculty and Staff

FROM: Eduardo J. Martí, President

DATE: September 7, 2005

RE: Annual Notification of Policy of Non-discrimination

As President of Queensborough Community College, I am strongly committed to an Affirmative Action Program aimed at ensuring women and minority group members' full opportunity for employment and advancement. Furthermore, pursuant to the Chancellor's mandate of 1976, Italian-Americans are designated as an affirmative action category in addition to those so categorized under existing Federal statutes and regulations.

It is the policy of the Board of Trustees of The City University of New York and of Queensborough Community College, one of its constituent colleges, to recruit, employ, retain and promote employees without regard to gender, age, national or ethnic origin, alienage or citizenship, race, color, creed, handicap, marital or veteran's status, or sexual orientation. It is also the policy of the University to recruit, admit, and provide educational programs, access to financial aid, support service, and athletics for students without regard to gender, age, national or ethnic origin, alienage or citizenship, race, color, creed, handicap, marital or veteran's status, or sexual orientation.

With this statement, the College gives notice of its full commitment to affirmative action and to the regulations and policies, which support affirmative action.

Queensborough Community College, as a member of a public university system, adheres to Federal, State and City laws and regulations regarding non-discrimination and affirmative action in employment, including, among others, Title VII of the Civil Rights Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Veterans Readjustment Act of 1974, Title IX of the Education Amendments of 1972, and Executive Order 11246, as amended, 11375. The "protected classes," as delineated in the Federal Executive Order (Black, Hispanic (including Puerto Rican), Asian/Pacific Islander, American Indian/Alaskan Native, and Women), were expanded by The City University of New York, effective December 9, 1976, to include Italian Americans, and the University has exercised and will continue to exercise affirmative action for the "protected classes," including Italian Americans.

Title IX prohibits discrimination on the basis of gender in any educational program or activity receiving federal financial assistance. Sexual harassment and sexual stereotyping have been interpreted as violations of Title IX. For students, the policy of non-discrimination on the basis of gender covers the areas of admissions, financial assistance, housing, campus facilities, course offerings, counseling and counseling materials, employment assistance, health insurance benefits and services, and athletics. Students who feel they have been discriminated against on the basis of gender should see Ms. Ellen Hartigan, Vice President for Student Affairs, Library Building, Room 412, (718) 631-6351. For employees (or prospective employees), the policy of non-

discrimination covers recruitment, hiring, promotion, rate of pay, job assignments, fringe benefits, return from leaves, and other terms, conditions or privileges of employment. Employees who feel they have been discriminated against on the basis of gender should see Mr. Harry Payne, Affirmative Action, Pluralism & Diversity/Compliance Officer in the Administration Building, Room 309, (718) 631-6391.

Sections 503 and 504 of the Rehabilitation Act of 1973, deal with non-discrimination on the basis of disability. Section 504 regulations apply to persons who have a physical or mental disability, which impairs one or more basic functions.

Inquiries concerning the application of the above-mentioned Federal laws and regulations, among others, to Queensborough Community College may be directed to the Affirmative Action/Compliance Officer, Room 309, Administration Building, (718) 631-6391.

In addition to its dissemination to all faculty and staff, this policy is also available to students and the general college community, and also appears in various publications and locations throughout the College, including the College Library, the catalog, and advertisement and registration materials.

The College has made significant progress in achieving a measure of pluralism, which, without question, provides many positive benefits for all faculty, staff and students regardless of their ethnicity or cultural background. Under my administration Queensborough Community College will continue to support the spirit and goals of Affirmative Action and Equal Opportunity and require that officers of administration, faculty and staff be familiar with these regulations to assure compliance in their respective areas of responsibility.

As President, I urge you to persist in the active recruitment, retention and development of a diverse workforce. I will do all that I can to assist these efforts and I thank you in advance for your support.

AFFIRMATIVE ACTION GUIDE BOOK FOR COMMITTEE MEMBERS

Affirmative Action is designed to:

1. Prevent discrimination from occurring
2. To detect and eliminate discrimination
3. To increase the numbers of women and minorities in the recruitment and hiring process

The purpose of the Affirmative Action Plan is to include the policies and procedures by which Queensborough CC (CUNY) commits itself to actions designed to achieve equal employment opportunity for members of racial minorities and for women through systematic efforts.

The Affirmative Action Plan is a careful systematic analysis of opportunity by showing:

- a. Who you have
- b. Who is out there
- c. How can you broaden opportunities; in other words to “cast a wider net.”

Note: Diversity and multi-culturalism is very different from the focus of affirmative action. Affirmative action is based on the law, federal regulations, and contractual obligations. Diversity has no legal foundation. It is a view toward the market place-increasing productivity by making employees and students more comfortable, by improving their performance, by encouraging creativity, and by nurturing and enabling all employees and students “to be all that they can be.”

Diversity initiatives are common in large corporations that link diversity to their quality or continuous improvement programs. Diversity initiatives reduce turnover, recruit the best possible workforce, reduce conflict in the workplace, reflect the varied backgrounds of the customer base, and reduce exposure to charges and lawsuits. Diversity is managing human assets wisely and strategically, which are some of the goals of an affirmative action program.

Diversity should not encourage treating employees differently based on group identities. A more diverse campus is a goal of affirmative action programs.

REVIEW OF QUEENSBOROUGH COMMUNITY COLLEGE CAMPUS AFFIRMATIVE ACTION EFFORTS:

1. Review the formal Affirmative Action Plan.
 - a. Include any other efforts, i.e. race-based student scholarships, while keeping judicial decisions in mind.
2. Review the outcomes of the good faith efforts and modify as needed.

3. Set goals in areas that are underutilized.
4. Emphasize the action plans needed to accomplish good faith efforts and set up time frames for their review.

Affirmative action is a long-term strategy aimed at creating pluralism in higher education. Its ultimate goal is to achieve a balanced workforce, not to maintain an already balanced workforce.

PROBLEMS FACING HIGHER EDUCATION

The continuing shortage of minorities with earned doctorates. The minority doctoral candidates each year are divided among industry, government service, and academia. Typical problems can include:

1. Department overlook or amend the “fit” to include a minority faculty candidate; this results in a public embrace of academic credentials but private admissions that racial identity is what really matters.
2. Institutions compete to “sign” a minority faculty member, which may set off a bidding war that inflates the candidate’s salary above the salaries of others in the department.
3. The new faculty member arrives, the only minority in the department with all of expectations of role modeling and committee assignments that implies.

The Affirmative Action Committee, however, can play an important role in promoting civility, educating the campus, increasing the numbers of women and minorities, creating a more hospitable climate for all and helping to articulate legal and educational justifications for affirmative action.

WAYS IN WHICH THE PRESIDENT CAN ENHANCE THE AFFIRMATIVE ACTION PROGRAM

1. Hold line administrators accountable for affirmative action progress or lack of progress in their units.
2. Continue to support professional development programs on campus designed to heighten sensitivity to and knowledge of affirmative action and to improve administrative and supervisory skills.
3. Upon recommendation of the Affirmative Action Officer, will block or freeze positions and appointments if there is not sufficient evidence of an aggressive search or if the selection process is flawed in underutilized departments.
4. Continue to encourage academic departments to support women and minorities who are on tenure track so that they progress.

ROLE OF AN AFFIRMATIVE ACTION CAMPUS COMMITTEE

The Affirmative Action Committee can provide assistance in establishing the Affirmative Action Office's credibility. A committee can assist by helping to develop policy, by reviewing documents and forms, and by serving as a barometer of campus concerns. A committee comprised of faculty members, staff, and students – and including representatives of constituent groups – will provide a different perspective for the AAO because, the AAO will be spending most of his time with other administrators. Even though a committee member has been appointed from campus ranks, through the committee, the member will come to know people he/she might not have met and who can provide valuable suggestions and support.

THE AFFIRMATIVE ACTION COMMITTEE PROVIDES:

1. feedback and consultation
2. identification of the “pulse” of the campus community
3. work and advice on special projects
4. a means of broadening the influence of affirmative action
5. a means of countering rumors and misinformation.

Committee members can also

1. sensitize colleagues and co-workers about issues of diversity and affirmative action and pluralism
2. advocate for needed changes and be an effective force in implementing an affirmative action program

