

**2022 – 2023 AFFIRMATIVE ACTION PLANS  
YORK COLLEGE  
THE CITY UNIVERSITY OF NEW YORK**

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

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# TABLE OF CONTENTS

<b>PART ONE: INTRODUCTION AND BACKGROUND .....</b>	<b>3</b>
OVERVIEW.....	3
ORGANIZATION CHART.....	6
RELEVANT POLICIES .....	6
RESPONSIBILITY FOR IMPLEMENTATION.....	8
IMPACT OF COVID-RELATED EVENTS .....	10
<b>PART TWO: DATA AND ANALYSIS.....</b>	<b>11</b>
DATA SOURCES .....	11
WORKFORCE ANALYSIS.....	13
JOB GROUPS, DISCIPLINES, AND MARKET DATA .....	13
UTILIZATION ANALYSIS.....	15
OTHER ANALYSES.....	18
<b>PART THREE: ACTION-ORIENTED PROGRAMS .....</b>	<b>22</b>
PRIOR-YEAR PROGRAMS.....	22
2022-2023 PLANNED PROGRAMS.....	23
ONGOING ACTIVITIES.....	24
INTERNAL AUDIT AND REPORTING .....	24
<b>PART FOUR: INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS.....</b>	<b>26</b>
EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY.....	26
REVIEW OF PERSONNEL PROCESSES .....	27
REVIEW OF PHYSICAL AND MENTAL QUALIFICATIONS .....	27
REASONABLE ACCOMMODATIONS .....	27
HARASSMENT PREVENTION .....	29
EXTERNAL POLICY DISSEMINATION .....	29
OUTREACH AND POSITIVE RECRUITING .....	29
INTERNAL POLICY DISSEMINATION .....	31
IMPLEMENTATION RESPONSIBILITY .....	32
TRAINING .....	33
AUDIT AND REPORTING SYSTEM .....	34
BENCHMARK COMPARISONS .....	34
<b>APPENDICES.....</b>	<b>36</b>

# **PART ONE: INTRODUCTION AND BACKGROUND**

This report is an annual update of the Affirmative Action Plan (AAP) for federal contractors. The U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) oversees affirmative action program requirements for federal contractors.

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

This plan reflects requirements for implementing:

- Presidential Executive Order (EO) 11246, addressing gender and federally protected racial/ethnic groups
- The Vietnam Era Veterans’ Readjustment Assistance Act of 1974 (VEVRAA), as amended, for protected veterans
- Section 503 of the Rehabilitation Act of 1973, as amended, for individuals with disabilities.

Some aspects of this plan also reflect state and local regulations, guidelines for public entities, CUNY trustees’ resolutions, and CUNY policy.

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

We address disruptions due to the ongoing COVID-19 outbreak later in this report.

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

We produce a separate affirmative action plan for Italian Americans. CUNY’s Chancellor designated Italian Americans as a protected group in 1976.

## **OVERVIEW**

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

York College, founded in 1966, is a center of academic excellence in the heart of Jamaica, Queens. One of the eleven senior colleges in the City University of New York, the college’s mission is to enrich students' lives by fostering an environment where they’ll grow into passionate and engaged learners.

York’s academic programs are housed in three schools: The School of Arts & Sciences, The School of Business and Information Systems, and The School of Health Sciences and Professional Studies. Over

sixty baccalaureate programs from across a variety of disciplines, including accounting, aviation management, business, computer science, journalism, social work, teacher education, a dual BS/MS degree in Occupational Therapy, and one of the top-ranked nursing programs in New York State, provide students with opportunities to study liberal arts, sciences, and professional programs. The college also offers five graduate programs: Aviation Management, Clinical Trials Management, Pharmaceutical Science and Business, Physician Assistant, and Social Work.

Located in Queens, the most ethnically diverse county in New York State, the college enrolls 7,000 students from over 95 nations. Nine out of ten students are members of a racial/ethnic minority group, and more than half of undergraduates are the first in their families to pursue higher education. York College maintains deep relationships with the local community, creating a welcome environment for students across the age spectrum, returning students, and veterans.

The 50-acre campus encompasses seven buildings, including science and computer labs, music and television studios, a Performing Arts Center, and a Physical Education Center. It recently completed seven major construction projects, with more scheduled for the future. In addition, its neighborhood is at the center of a renaissance fueled by economic revitalization.

York College is committed to fostering integrity, diversity, intellectual discovery, and civic engagement to benefit its students, the community, and the world.

## History

The City University of New York System (CUNY) owes its existence to Townsend Harris, a New York merchant, minor politician, and the first United States Consul General to Japan. He founded the Free Academy (later the City College of New York) in 1847 to provide free higher education for New York City's burgeoning working population.

Over a hundred years later, in 1961, Governor Nelson Rockefeller signed the New York State Education Law to deal with a similar increase in students. The law established the Board of Education (now Board of Trustees) of the City University of New York and tasked it to oversee City College and the other constituent units, including Hunter, Brooklyn, Queens College and the Graduate Center.

Today, The City University of New York is the largest city university system in the world, serving 500,000 students at campuses throughout the five boroughs of New York City.

On October 24, 1966, CUNY voted to create a fifth senior college, designated as Alpha College, to serve the city's growing student population. Its first president, former Queensborough Community College President, Dr. Dumont F. Kenny, quickly renamed the new institution York College. Kenny hoped to build a bucolic, suburban liberal arts college near Fort Totten in Queens. These plans, however, quickly fell through.

York opened its doors in the fall of 1967 without firm plans for a permanent home. Its first classes took place in rooms rented from the Oakland Jewish Center in Bayside, Queens. An entering class of 371 students, largely white and American-born, and a full-time instructional staff of 50 occupied that site for the first academic year.

In May 1968, in response to pressure from local business, community, and religious leaders, the CUNY Board of Higher Education selected Jamaica as the future site of York's permanent campus. While York waited for authorization to build the new campus, it relocated to rudimentary quarters throughout Queens. In 1971, when New York City Community College (originally New York City College of Technology) president Milton G. Bassin M.M.E, P.E. assumed the presidency of York, he found it housed in temporary classrooms on the campus of Queensborough Community College in Bayside. York stayed there for three years before moving to a renovated ex-Montgomery Ward department store and other buildings in Jamaica.

With the fiscal crisis of the mid-seventies, York's future seemed uncertain. Jamaica residents, eager to have the college in the neighborhood, pressured the city to keep York's doors open. In May 1978, the CUNY Board reaffirmed York's permanence by authorizing construction of the new campus in Jamaica. At the same time, the College underwent expansive curricular development. While York maintained an emphasis on the liberal arts, it also began to offer career-related majors in the health professions. The College also opened the Office of Continuing Education to give classes on practical subjects to Jamaica's residents.

With approval from Governor Hugh Carey, construction on York's permanent campus began in December 1980. In 1986, York held its first classes in the new Academic Core. At the time, student enrollment had grown to 4,276. In 1990, York opened the Performing Arts Center and the Health and Physical Education facilities, followed by the athletic fields a year later.

The CUNY Aviation Institute was established in 2003 to prepare students for success in a rapidly changing industry. Graduates in that field now enjoy successful careers in the industry. Since 2005, with the construction of the U.S. Food and Drug Administration's regional headquarters on York's campus, students in relevant majors now take advantage of collaborative internships, fellowships, and research with world-class scientists.

In 2009, York reorganized its 18 academic departments into three schools: School of Arts and Sciences, School of Business and Information Systems, and School of Health and Behavioral Sciences. In that same year, York launched the Provost Distinguished Scholars Lecture Series, which attracts renowned writers, scholars, and scientists to speak to the York community. In 2022, the Provost Distinguished Scholars Lecture Series was merged into the Spring Symposium, a platform designed to highlight the innovative research being done by York faculty, and to provide a venue for discussion and collaboration.

Now led by President Berenecea Johnson Eanes, York College is committed to the four pillars identified in its strategic plan, One York - student success, academic excellence, faculty/staff support, and a vibrant campus. The College has more than 7,200 students.

### **Mission**

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.

## **ORGANIZATION CHART**

**Appendix A** displays an organization chart.

## **RELEVANT POLICIES**

As a unit of The City University of New York (CUNY), we adhere to federal, state, and city laws and regulations on non-discrimination and affirmative action, including: Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, the Age Discrimination Act of 1975, New York State Human Rights Law and New York City Human Rights Law.

Protected groups identified in Executive Order 11246 are American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, and Women. Additionally, the Chancellor of CUNY designated Italian Americans as a protected group in 1976 and CUNY prepares a separate Italian American affirmative action plan.

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

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

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

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

It is the policy of The University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin,

ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.

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

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

## **Affirmative Action Policy**

CUNY has had policies related to affirmative action plans since the early 1970s. CUNY's Affirmative Action Policy of May 28, 1985 is part of its Manual of General Policy.

ARTICLE V FACULTY, STAFF AND ADMINISTRATION

Policy 5.04 - Affirmative Action:

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

## **Sexual Misconduct Policy**

CUNY's Policy on Sexual Misconduct addresses sexual harassment, gender-based harassment and sexual violence. It outlines procedures applicable to students and employees for addressing complaints.

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

Defining conduct that constitutes prohibited Sexual Misconduct;

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

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

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

Providing awareness and prevention information on Sexual Misconduct, including widely

disseminating this policy, as well as a “students’ bill of rights” and implementing training and educational programs on Sexual Misconduct to college constituencies; and

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

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

## **Other Policies**

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

Management reaffirms its non-discrimination policies annually. **Appendix B** contains the most recent reaffirmation letter, issued on September 20<sup>th</sup>, 2022.

Other important policies available on CUNY’s “Policies and Resources” webpage include:

- Campus and Workplace Violence Policy
- Domestic Violence and the Workplace Policy
- Procedures for Implementing Reasonable Accommodations and Academic Adjustments

CUNY campuses report crime statistics, including statistics relating to sexual violence under the federal Jeanne Clery Act. Information is available from the campus Office of Public Safety (Chief James Assmann 718-262-2218 and/or <https://www.york.cuny.edu/public-safety>).

## **RESPONSIBILITY FOR IMPLEMENTATION**

While the entire community participates in promoting diversity and inclusion, we have assigned certain specific responsibilities.

### **The President**

The President, Dr. Berenecea Eanes, oversees affirmative action and diversity programs to assure compliance with federal, state, and city laws, rules and regulations and university policies.

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



staffing, and other resources to fulfill their assigned responsibilities.

The President communicates commitment to equal employment opportunity, issuing an annual reaffirmation of this commitment, and issues required reports, including this affirmative action plan.

### **Chief Diversity Officer**

The President has designated Arlene Peterson as interim Chief Diversity Officer (CDO) and Responsible Official who:

- Provides confidential consultation for, investigates, and resolves discrimination/harassment complaints
- Distributes new and revised policies and notices, integrating them into training programs, search committee orientations, websites, and other communications
- Evaluates affirmative action programs and initiatives
- Prepares and communicates affirmative action plan reports
- Consults with hiring teams and managers on recruitment and selection, overseeing recruitment plans and effective recruitment/selection strategies
- Participates in CUNY initiatives promoting diversity and inclusion.

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

### **Officials**

Executives, department chairpersons, managers, and supervisors are critical partners in equal employment and affirmative action programs. They help ensure compliance with regulations and policies, foster an inclusive environment, and help develop and implement affirmative action programs.

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

A standing committee advises the President on diversity and affirmative action, reviews the impact of policies on the governance plan, develops and implements strategic diversity plans, and promotes programs to reflect pluralistic values and goals.

York's Diversity, Equity, & Inclusion (DEI) Commission commenced its work in October 2022 and they are comprised of the following members:

1. George White, Interim Dean, School of Arts & Sciences
2. Arlene Peterson, Interim CDO
3. Charlene Dertinger, Director of Child Care

4. Dr. Ebonie Jackson, Director – York College Women’s Center for Gender Justice
5. Charmaine Townsell, Student Disability Services Director
6. Mark Ogbuehi, SGA Senator
7. Jeannette Allen-Mccombs, Asst Prof & Deputy Chair, Social Work
8. Dana Trimboli, Chief of Staff
9. Deborah Majerovitz, Professor, Behavioral Sciences
10. Heather Robinson, Professor, English

### **University Management**

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

### **IMPACT OF COVID-RELATED EVENTS**

On March 15, 2020, CUNY Chancellor Felix Matos-Rodriguez announced that CUNY campuses and non-essential personnel were transitioning to remote learning and work for the remainder of the academic year. CUNY began returning to on-site operations in summer 2021, and currently operates in a hybrid on-site/remote model. As a result of shifting priorities, we cancelled or postponed some hiring plans and accelerated others given unanticipated employee turnover. We have limited or cancelled some events we could not conduct remotely.

Certain practices have continued unchanged. The Chief Diversity Officer has continued work on all major functions including:

- Complaint intake and investigation
- Accommodations for individuals with disabilities
- Recruitment advertising and outreach
- Oversight of hiring, advancement and separation practices
- Serve on the President’s Cabinet
- Attend Consulting to management.

## PART TWO: DATA AND ANALYSIS

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

- Workforce Analysis (Evaluating employment within organizational units/departments)
- Analysis of job groups and academic disciplines
- Comparisons with labor market availability measures (utilization analysis)
- Reviews of Personnel Actions, Recruitment and Hiring, and Compensation.

We rely on methodologies provided by the US Department of Labor's Office of Contract Compliance Programs (OFCCP), in particular, the *Educational Institutions Technical Assistance Guide (2019)*.

### DATA SOURCES

This section describes how CUNY prepares data for this report.

#### Employee Data

On July 11, 2022 we extracted data on full-time employees active as of June 1, 2022 from CUNY's system of record, CUNYFirst. We include individuals on most paid leaves, including medical leave and fellowship/sabbatical leave. We do not include individuals on terminal leaves such as retirement leave, student workers (including Graduate Assistants) or individuals employed separately by CUNY's Research Foundation.

We invite employees to self-identify gender, race/ethnicity, veteran status, and disability status. Employees may update selections at any time on an Employee Self-Service portal. The university last conducted a system-wide self-identification canvas in 2018, and York will conduct a local canvas at the Winter session of 2023.

We also invite job applicants to self-identify on the job application portal and in the employee self-service module of our system of record.

#### Self-Identification Categories

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

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

American Indian/Alaska Native and Two or More Races are included under Total Minorities but not separately reported.

If a person identifies as both Hispanic/Latino and some another group, they are recorded as Hispanic/Latino, and not as Two or More Races.

Consistent with long-standing agreements, we ask employees to self-identify Italian American status, and create a separate Italian American affirmative action plan. We also invite employees to optionally provide data on their ancestries from a list of approximately sixty categories. Consistent with recent New York State legislation, we are in the process of implementing collection of disaggregated data on Asian ancestry.

To retain overall comparisons to individuals in federal categories and to prevent double counting, Italian Americans are not included in Total Minorities in either plan. If individuals indicate both Italian American and federally protected ethnicity categories, we default to the federally protected category, to prevent double counting.

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

Of 555 employees, all of our employees chose not to identify a gender and a valid race/ethnicity category. Anyone who did not specify a gender and/or ethnicity is included in the Workforce Analysis but not assigned to a protected group. There were 546 employees who did not identify a veteran status and 542 who did not identify a disability status. Disability and veteran status are priorities for future self-identification campaigns.

### **Labor Market Source Data**

We compare the employee population with the Labor Market from which CUNY would reasonably recruit, train, or promote, by job group. We last updated Labor Market estimates in May 2019.

For internal candidates, we utilized lists of CUNY-wide appointments over the 2017-2018 and 2018 - 2019 periods for weighting and lists of feeder jobs, using the demographics of the candidate groups as of the June 1, 2018 employee census.

For external candidates, we utilized the US Census American Community Survey (ACS), 5-year estimate, 2013-2017 (final), extracted from University of Minnesota’s Integrated Public Use Microdata Sample (iPUMS).

For faculty discipline-based estimates, we utilized the US Department of Education’s National Center for Education Statistics’ Integrated Post-Secondary Education Data System (IPEDS) completion data, 2015-2016 (final). We use the Classification of Instructional Programs (CIP) to identify disciplines.

## **WORKFORCE ANALYSIS**

Workforce Analysis is a review of the representation of females and minorities by division, department and title, evaluating diversity by organizational unit rather than job group. We review the data organized by job title in order of rank or salary grade. We also review professorial faculty by tenure status within department. Due to length, Workforce Analysis charts are not included here. In analyzing the demographic composition of the college, we have found that of 548 total employees, 72% of all staff and faculty identify as minorities and 51% of employees identify as women, similar to the percentages of last report period. We also found it interesting that the total number of female and male minorities was close in number. This shows that the college overall attracts a very representative workforce.

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

### **Job Groups**

We analyze data according to groups of jobs with similar duties and qualifications. CUNY establishes job groups and reviews them annually, as detailed in **Appendix C**. A major input is the federal Standard Occupational Classification (SOC) system. We also combine job groups into categories based on the federal EEO-1 categories for some summary reports.

The next two pages provide a summary of staffing by job group, followed by a summary of professorial faculty by rank and tenure status.

## Academic Disciplines

CUNY assigns most faculty departments to disciplines as per the US Department of Education's Classification of Instructional Programs (CIP).

CUNY analyzes data about College Laboratory Technicians by assigning departments to either a Scientific/Engineering/Technical category or a General (non-scientific) category.

**Appendix D** lists these assignments. This past year, there were no material changes to the discipline assignments.

## Labor Market Availability

Labor Market Availability is an estimate used to benchmark utilization of protected groups, by job group. It represents the proportion of each protected group available for employment in the labor market from which CUNY recruits (both internally and externally). CUNY last updated Labor Market Availability estimates in May 2019. **Appendix C** and **Appendix D** provide the basis for each calculation and details the factors we use. They cover the weighting of internal and external labor markets, geography, occupational qualifications, degree requirements, and academic discipline assignments.

## UTILIZATION ANALYSIS

We compare CUNY's workforce with estimated Labor Market Availability by job group. We evaluate utilization for females, major federal ethnicity categories (Asian, Black/African American, and Hispanic/Latino and Total Minorities).

We evaluate job groups with a minimum of five incumbents, with the caveat that analyzing groups of less than 30 employees may generate less reliable results. The President's position reports outside of our establishment and is not included.

We report underutilization where the percent of individuals belonging to a protected group is less than 80% below the labor market estimate, and the difference is equal to at least one full-time equivalent employee.

**Appendix E** details utilization/underutilization in each category (job group and/or academic discipline). We consider job groups and disciplines for which there is underutilization as priorities for placement goals and enhanced outreach when there are hiring opportunities.

Year-to-year variations in underutilization arise from a combination of changes in availability, hires, advancements, and separations. It is usually not possible to pinpoint a single, direct cause. In job groups with small numbers of employees, results may change substantially with small staffing changes. The following pages summarize staffing and underutilization for each job group.

## Utilization, Underutilization, and Placement Goals

### Underutilization Decreased or Eliminated

1. **Admin 1: Executive/Administrative/Managerial** decreased from an underutilization of two to zero in the Asian/Nat Haw. /OPI group
2. **Health Professions and Related Programs: Faculty** decreased from an underutilization of two to one (1) in the Asian/Nat Haw. /OPI group and in the Hispanic/ Latino group the underutilization was eliminated
3. **Campus Public Safety Sergeant** Decreased in underutilization from two to zero in the Hispanic/Latino group
4. **Faculty Professoriate - Social Work** – in this AAU, the underutilization of one (1) was eliminated in the Total Minority group and also eliminated in the Hispanic/ Latino group
5. **The Faculty Lecturer AAU** eliminated its underutilization in the Asian/Nat Haw. /OPI with a significant number of new hires within that protected category
6. **Admin 4: College Lab Tech, Other** decreased from two to one (1) in the Asian/Nat Haw. /OPI

### Increased

1. **Admin 4: College Lab Technician: Science, Tech, Eng.** - underutilization was increased by one in the Black/African American Group
2. **Skilled Trades: Not Supervisory - Craft Workers** – Increased to an underutilization of two in the total minority group
3. **Office Assistant - Administrative Support Workers** Increased from 2 to 5 in the Hispanic/ Latino group
4. **Faculty Professoriate - Visual and Performing Arts - Faculty: Professoriate** – Increased to one in the Female group
5. Visual and Performing Arts developed an underutilization of one (1) in the Female group
6. Parks, Recreation, Leisure and Fitness Studies developed an underutilization in the Total Minority group
7. **Biological and Biomedical Sciences - Faculty: Professoriate** – Increased to an underutilization of one in the Black African group
8. **Info Tech: Professional Nonfaculty** - increased by 5 underutilizations in the Female group
9. **Health Professions and Related Programs: Faculty** increased to an underutilization of one in the African American group

### No Change

- **Admin 1: Executive/Administrative/Managerial AAU** has the same underutilization of two (2) in the Asian/Nat Haw. /OPI group
- **Faculty Professoriate - Physical Sciences** – same underutilization of two (2) of Female group
- **Accountant: Professional** same underutilization of one (1) in the Black/African Am. Group
- **Info Tech: Professional AAU** has the same underutilization of 6 in the Female group
- **Custodial: Assistant - Service Workers** – Remained the same with an underutilization of two in the Hispanic group/ Latino group
- **Campus Peace Officer - Service Workers** – Remained the same with an underutilization of one in female group
- **Campus Public Safety Sergeant - Service Workers** –developed an underutilization of one (1) in the Female group

- **Faculty Professoriate:**
  - **Biological and Biomedical Sciences** remained at one (1) underutilization of Total Minority
  - **Natural Resources and Conservation** remained at an underutilization of two (2) in the Female group
  - **Parks, Recreation, Leisure and Fitness Studies** remained the same at an underutilization of one (1) in the Hispanic group
  - **Physical Sciences** same underutilization of two in the Female group
  - **Psychology** – the same underutilization of two in the Female group
  - **Social Work** – this AAU remained the same at an underutilization one (1) in the Asian/Nat Haw. /OPI group
  
- **Faculty Lecturer** developed an underutilization of one (1) in the Hispanic/ Latino group
- **The Faculty Library** (Librarians/Non-Teaching) AAU had the same underutilization of four (4) in the Female group
- **Faculty Developmental** – same two (2) in the female group from 2021 to 2022
- Faculty Lecturer - Business, Management, Marketing and Support remained the same in three (3) in the Female group
- **English Language and Literature/Letters** AAU has same underutilization of one (1) in Hispanic/ Latino group

## OTHER ANALYSES

### Personnel Activity

We review personnel actions for adverse impact. This means that we compare rates of hiring, promotion and termination of employees by gender and ethnicity and note material differences. We review activity for all job groups and report the results here for those groups with a material number of actions and/or applicants. **Appendix F** summarizes job actions, including tenure, by Gender and Ethnicity.

To estimate net changes by job group, we compare employee title changes between two reference dates (June 1, 2021 and June 1, 2022). We use this method to accommodate timing and issues in interpreting system data. This method produces a reasonable estimate but may leave out some actions, such as an employee changing job groups more than once over the year. We note hires, moves to a higher or lower job group, moves within a job group, and separations.

Similar to procedures in financial accounting, employees who leave one job group to take a position in another are reported as separated from one group and joining another. We consider transfers between CUNY units as a separation from one campus and a hire in the other.

Federal guidelines state adverse selection may occur when any one group (protected or not) has a selection rate less than 80% of the selection rate of the most-selected group.

Tenure is a permanent status granted to professorial faculty and College Laboratory Technicians.



Lecturers are eligible for a similar status, Certificate of Continuous Employment (CCE). Lecturers and College Laboratory Technicians are eligible after meeting service requirements. For professorial faculty, there are extensive reviews resulting in tenure recommendations to the President. We may hire some senior faculty with tenured status.

**Appendix F** provides details of faculty receiving tenure/CCE status effective during the past plan year, covering those awarded tenure, hired with tenure (includes faculty rehired after long-term leaves), and denied tenure. This year as of September 2021, 12 faculty members gained tenure. Out of the **11, 8** were minorities, **3** were women, and **4** received tenure with no title change.

**Appendix F** also provides details of exceptions approved through a Search Waiver process. In these cases, it would be highly unlikely we could fill the positions competitively (for example, due to the unique qualifications of the individuals hired). We also grant waivers for positions representing a transfer of funding sources. The Chief Diversity Officer and University management approve search waiver applications. There was only one (1) search waiver during the report period granted by the Central Office, and the employee happened to be

### **Promotions and Upgrades**

During the AAP period, there were 8 advancements across EEO categories including 6 minorities and 4 women across groups. This year there was eight (8) transfers this year, 4 Female and 6 Total Minorities. Of the 8, there were 6 promotions (3 were women and all 6 were minorities) in the Professional Nonfaculty, Professional Faculty, Administrative Support Workers, and Executive/Administrative Managerial EEO categories.

Here is the breakdown of advancements by EEO category: Four (4) who moved to a higher group in the Executive/ Administrative/Managerial category included 2 women and no minorities, two (2) minorities in the Professional Faculty group moved to higher titles within this group but none were women, two (2) minorities in the Professional Non-Faculty group advanced who were also women, and two (2) women who were also minorities advanced in the Administrative Support Workers group. This year there were no transfers or promotions in the Service Workers and Others category, Technicians, and Craft Workers categories.

There were 49 Separations in total during the report period, out of that total 35 minorities and 24 women. The separations broke down into the following EEO Categories:

- Exec-Admin-Managerial (Admin 1 & Admin2) – 3 in total, 2 were Female and all 3 were minorities
- Secretarial and Clerical (CUNY Office/Secretarial Assistant) – 6 in total, 5 minorities and all were women
- Non-Professorial - Lecturer – one (1) Female minority in total
- Non-Professorial - Instructor – one (1) Female non-minority
- Professional Faculty - 11 in total – 5 women and 3 minorities
- Professional/Non-Faculty - Admin 3 – 5 in total separated, 3 Female and all 5 were minorities

- Technical/ Paraprofessional – two (2) were male employees and minorities
- Skilled Craft Workers – 2 minorities and all were men
- Service/Maintenance – 11 in total, 3 of which were women and 10 were minorities

## **Recruiting Activity**

CUNY is committed to equitable practices to recruit a diverse and highly qualified workforce. The Chief Diversity Officer reviews applicant data and recruiting outcomes to determine if there is a need to adjust recruiting and outreach plans.

Prior to posting a job vacancy, the Chief Diversity Officer reviews the physical and mental qualifications and the posting language in general. They also review recruiting plans for intended outreach. We post open positions and Civil Services Notices of Exam on our careers page (for faculty, 30-60 days and for staff, 14-30 days).

We invite candidates to self-identify gender, race/ethnicity, disability status, and veteran status and inform them that self-identification is voluntary.

We conduct most faculty and administrative hiring by appointing a diverse Search Committee for initial screening. The Chief Diversity Officer provides an orientation, or “charge”, to committee members on effective selection practices, including practices aimed at reducing potential for bias. The Chief Diversity Officer reviews applicant pools for sufficient representation and certifies pools prior to committee review, and reviews selections again as searches near completion. Committees refer finalist candidates to the hiring manager(s) for a final selection.

**Appendix G** summarizes recruiting and selection by job group for searches concluded with a job offer between June 1, 2021 and May 31, 2022.

As per federal Internet Applicant guidelines, an “applicant” is someone who applies to a specific opening, has the minimum qualifications, is considered, and does not withdraw. We analyze applicant pools and selection rates for interviews, offers, and hires.

We report all searches resulting in an offer during the previous plan year. For some searches, notably faculty, there is a time gap between offer and start dates. To avoid a lag in reporting, we include searches based on date of accepted job offer, even if the employee has not started work before June 1. This circumstance explains differences between the personal activity reports and recruitment reports.

This year we had 11 successful completed job searches, attracted 441 qualified applicants and conducted 39 interviews. Out of those interviews held, there were a total of 4 offers and 4 hires across EEO Categories; more specifically we hired in the Professional Faculty and Professional Non-Faculty EEO Categories. The 11 searches yielded a diverse applicant pools, comprising of 76% minorities and 48% women. Out of the interviews, we invited 8.6% women and 9.3% minorities for interviews, mostly via Zoom and MS Teams. In conclusion we hired 4 candidates, 3 of which were minorities and two (2) were women.

The low number of job searches completed was not unusual since previous CDOs decided to leave many positions “open until filled” for a longer period of time, which resulted in some searches ending later in 2022. We have since discontinued open until filled job searches unless the position is typically difficult to fill and we need more time to attract the best candidates.

### **Civil Service Hiring**

Currently our Office of Human Resources is unsure of which university-wide hiring pools we participated in for Classified Civil Service vacancies due to change in leadership and gaps in data. Applicants who are pre-qualified based on an examination score indicate their interest in working at one or more units, and each establishment interviews and hires according to Civil Service regulations. We report those applicants expressing an interest in our unit at the hiring pools. CUNY’s Office of Human Resources Management administers and validates Civil Service examinations and maintains records of applicants and exam results.

### **Compensation**

We develop pay plans according to instructions provided in bargaining unit contracts, Civil Service regulations, Prevailing Wage determinations, and university policies. Plans include the Executive Compensation Plan (ECP), Faculty and Non-Teaching Instructional Staff Pay Plan, Classified Civil Service Plans for Managerial and Non-Managerial Personnel, and Prevailing Wage schedules for Skilled Trades. CUNY’s Trustees review and approve all pay plans.

The Chief Diversity Officer reviews 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.

The Chief Diversity Officer and Human Resources Director discussed compensation best practices and areas of risk with management on December 2022.

# PART THREE: ACTION-ORIENTED PROGRAMS

This section provides a qualitative assessment of prior-year goal attainment and details efforts aimed at achieving next year’s goals and addresses:

- Prior-Year Programs
- Planned Programs
- Ongoing Activities
- Internal Audit and Reporting.

## PRIOR-YEAR PROGRAMS

As noted earlier, events related COVID-19 have limited some implementation plans. Last year, we undertook a few initiatives to support affirmative action and create a climate of inclusion. However, we had some faculty members chosen as Fellows in the CUNY Faculty Fellowship Publication Program (FFPP). They were a diverse group of faculty members including Professors Kelly Baker Josephs, Larry Tung, Jennette Allen-McCombs, Patricia A. Milanes, and Zhu Zhou, and we are honored to have them represent York College in this great program. With respect to the faculty in general, the only trainings held pertained to “Best Practices in Online Education”, and the events referred to as "Chairs' Professional Development Workshops" were geared to discussing issues of concern on campus (*i.e., the on-boarding of Adjunct Professors, the placement of technology in classrooms, proposed Budget Templates, etc.*), not necessarily about leadership or management development. However, in the upcoming year we plan to offer more training on topics related to "How to be an Effective Department Chair," for example.

### Summary of Campus Programs, 2021-2022

Program	Impact/Job Group
On June 1, 2021 Occupational Therapy Information Session 4 - these Information sessions allowed students to speak directly with faculty members, and learn more about the Occupational Therapy Program and its career.	During this event, students were able to get more insight and broaden their understanding on different career options, which positively impacts our engagement goals for students.
On June 10, 2021 Back to School STRESS: A Meetup - An online support meeting for returning to college and adjusting to the "new normal". All students were welcome.	Students received online support to help manage the stress of returning back to in person learning. This event directly affected our retention of returning students.

Program	Impact/Job Group
On August 31, 2021 an Open House was held by Women's Center for Gender Justice	This was an information session that resulted in students being aware of the different resources that are available to them from the Women's center, thus promoting inclusivity.

## 2022-2023 PLANNED PROGRAMS

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

### Planned Campus Programs, 2022-2023

Program	Expected Impact/Job Group
<p><b>DCAS Citywide Training Center Communication, Teambuilding, &amp; Preventing Microaggressions Workshops-</b></p> <p>The Office of Compliance &amp; Diversity is coordinating a series of workshops for Department Chairs, Managers and Supervisors, and Support Staff to increase collaboration and effectiveness of communication across campus Departments and Divisions.</p>	<p>This workshop series is expected to increase the sense of belongingness among employees and get them to be more engaged in the workplace. During Covid, we went through many adjustments, and we want employees to better communicate their needs in order to accomplish projects faster and more efficiently, while also giving good customer service.</p>
<p><b>DISC workshops (2 half-day sessions in Spring 2023) coordinated by the Office of Diversity &amp; Compliance, will be held for Cabinet Executives, Managers, &amp; Coordinators in Winter &amp; Spr '23.</b> These workshops will facilitate cross-cultural communication about workstyle and developing common ground.</p>	<p>We expect these workshops to create more opportunities for collaboration between Cabinet members, Program Directors &amp; Coordinators, and understanding of how to maximize the strengths of their respective Teams.</p>
<p>The CDO is planning a <b>Tenure &amp; Promotion Discussion in collaboration with the Provost &amp; School Deans</b> for new and current Faculty, the first of its kind at York College, to increase equity, transparency, awareness of promotional opportunities and understanding of promotion practices at CUNY. We will</p>	<p>We expect this discussion/ session to decrease misunderstandings about expectations and encourage equity among the faculty by openly discussing the various requirements of the Academic departments for tenure and promotion.</p>

Program	Expected Impact/Job Group
<p>collaborate with the Provost’s Office and HR.</p> <p>We will also be utilizing Data Dashboards maintained by the Office of Institutional Effectiveness and Strategic Planning to better communicate the underutilization data from the most recent Annual Affirmative Action Plan to faculty and staff.</p>	

## ONGOING ACTIVITIES

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

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

## INTERNAL AUDIT AND REPORTING

The Chief Diversity Officer posts and distributes notices of policies, new/revised regulations, and similar compliance information, and makes this plan available for public inspection. The CDO integrates compliance information into faculty, student and staff training programs.

The Chief Diversity Officer’s responsibilities for audits and reviews include:

- Monitoring personnel actions, including new hires, transfers, promotions, and terminations
- Monitoring employee self-identification programs
- Reviewing recruiting outreach and advertising
- Monitoring complaints/incident reports which may indicate underlying trends
- Reviewing personnel practices and the affirmative action programs with management
- Advising management of program effectiveness and providing recommendations for improvement.

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

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

Federal regulations mandate written affirmative action plans to address hiring and advancement of individuals with disabilities and veterans. This section covers:

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

### **EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY**

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 is committed to a policy of equal employment and equal access in its educational programs and other activities. Diversity, inclusion, and an environment free from discrimination are central to CUNY's mission. CUNY posts its policies on non-discrimination, sexual misconduct, and affirmative action on its website. We have posted these policies on the internet.

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

## **REVIEW OF PERSONNEL PROCESSES**

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

Personnel practices do not stereotype individuals with disabilities or protected veterans or otherwise limit access to employment. We include individuals with disabilities and veterans in media such as college publications and websites. We invite employees to self-identify through an online self-service system. We invite applicants to self-identify through CUNY's online applicant tracking system.

CUNY maintains appropriate security measures for confidentiality of personal data. We last conducted a self-identification campaign in 2018.

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

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

We review position requirements before listing a job vacancy. We review any new job qualifications or conditions to ensure they would not screen out qualified individuals with disabilities or protected veterans.

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

## **REASONABLE ACCOMMODATIONS**

We provide reasonable accommodations to individuals with disabilities (including disabled veterans). According to our Policy on Implementing Reasonable Accommodation and Academic Adjustments, CUNY Human Resources Directors are responsible for responding to accommodation

requests by applicants, employees, contractors, visitors, and others.

The contact for accommodation requests is:

Name: Virginia Rodriguez

Title: HR Manager, Office of Human Resources

Email: vrodriguez10@york.cuny.edu

Phone: 718-262-2719

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

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

Information for applicants for employment is provided on the Employment Page of the CUNY Website and the [Employment — York College / CUNY](#) page; here is also a link at the bottom of each job posting on <https://cuny.jobs>, which directs the candidate to our accessibility page. Applicants may also contact the Office of Recruitment and Diversity at [jobs@cuny.edu](mailto:jobs@cuny.edu).

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

While recognizing requests may be resolved through dialogue, this year we documented **52** employee accommodation requests, successfully concluded **9** times and appealed **one (1)** time. At this time there are **no** outstanding appeals. There were no job applicant accommodation requests responded to during this AAP period.

We also upgraded campus facilities from June 2021 to May to improve access in the following areas:

### **Projects Completed**

1. Academic Core Building- Escalators and Elevators Upgrades
2. Academic Core Building- Large Lecture Hall Renovation
3. Academic Core Building- Small Lecture Hall Renovation
4. Academic Core Building- Complete Faculty Dining Room Renovation to Multipurpose Room
5. Academic Core Building- Complete upgrade to 1 Biology Instructional Lab
6. Academic Core Building- Complete upgrade to 1 Chemistry Instructional Lab
7. Academic Core Building- Substantially Complete upgrades to central mechanical systems

Regarding technology upgrades on campus, we have implemented the following improvements.

### **Technology Updates**

- A) We increased our remote capabilities, which normalized the distance learning experience for all students.

This was done by:

- Hyflex technology
- Zoom and Teams on lecterns – these two applications include CloseCaption
- Advanced webcams in classrooms, including mic arrays and additional screens

B) We also normalized remote technical support by:

- Improving connectivity consistency with Global Protect
- Taking advantage of remote access via Zoom and Teams platform eliminating expensive alternatives
- Improving remote support information access on our website
- Connecting students in need to more than 700 devices for distance learning during this period
- Improving events support and presentation allows for more upscale gatherings and streaming
- The opening of all the new advanced lecture halls with state-of-the-art technology facilitates a broader array of means to increase revenue for the college
- Implementation of **QLESS** for improving the student customer service experiences campus-wide
- 200 new computers for the Library and Classroom building were installed, replacing outdated units and ensuring availability of current technology for all students
- Webcams and headphones for faculty and staff to ensure York is One no matter where we are, on campus or away

We believe that collectively these improvements will increase retention rates indirectly as students and employees have equally expressed that they want fully functioning and aesthetically pleasing facilities in which to conduct their work.

## **HARASSMENT PREVENTION**

CUNY has developed anti-harassment policies and procedures concerning individuals with disabilities and protected veterans. The 504/ADA Coordinator reviews personnel practices to ensure access and non-discrimination for individuals with disabilities. The Chief Diversity Officer reviews practices for veterans as well.

## **EXTERNAL POLICY DISSEMINATION**

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

As noted above, CUNY posts its Non-Discrimination Policy on its employment website.

CUNY's Office of Labor Relations provides an annual notice of our policies to labor unions. Our establishment (or the university, as appropriate) sends written notice of the affirmative action policies to subcontractors, vendors, and suppliers, requesting compliance.

## **OUTREACH AND POSITIVE RECRUITING**

## Summary of Prior-Year Outreach

This past year, we made the following outreach efforts to veterans and individuals with disabilities:

Program / Effort	Impact/Discussion
National Association of Collegiate Employers (NACE) Attract more candidates who are recent college graduates to increase generational diversity & opportunities for women and minorities	Overall, we attracted more Veteran candidates and applicants with disabilities.
CUNY.jobs & LinkedIn Jobs	This helped us attract more local candidates in a time of much competition.
Direct Employers, a not-for-profit consortium of large employers. The site provides accessibility for individuals with disabilities and presents the job postings in a well-designed format for mobile devices. It provides user-friendly browsing by campus & keywords. This service expanded our outreach to Veteran Organizations.	Attracted more candidates who are recent college graduates to increase generational diversity & opportunities for women and minorities.

## Planned Outreach for 2022-2023

We plan to pursue the following next year:

Program / Effort	Goals/Expected Impact
Outreach to local organizations in NYC	Increased collaboration with departments on Academic organizations & Associations, of which they have membership.
More outreach with National Association of Collegiate Employers (NACE), HigherEd Jobs, Indeed, NASPA, etc.	We expect to attract more candidates who are highly qualified to increase generational diversity & opportunities for women and minorities.
Higher Education Recruitment Consortium (HERC) Advance diversity initiatives by bolstering recruitment efforts including reaching out to more Women, Minorities, and individuals with disabilities. The York College Human Resource Club, together with York College Student Chapter of the Society	Increase opportunities for students, faculty, and staff of diverse backgrounds and network with SHRM professionals. These opportunities can often indirectly enhance recruiting efforts.

Program / Effort	Goals/Expected Impact
for Human Resource Management (SHRM) each semester holds an award ceremony and will continue the program for 2022.	

Ongoing efforts include:

- Disseminating information concerning employment opportunities to outlets reaching protected veterans (including disabled 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 annual federal VETS-4212 report
- Disseminating EEO Posters in high-traffic areas where the information is highly visible to employees, students, and visitors
- Assisting veterans with a passing score on a competitive Civil Service examination to apply for additional points based on veteran or disabled veteran status as per NY State statute
- Assisting qualified individuals with disabilities with appointment to classified competitive Civil Service titles without an examination (55(a) Program).

## **INTERNAL POLICY DISSEMINATION**

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

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

- Featured persons who are individuals with disabilities in handbooks or similar publications
- We post policy information high-traffic corridors and areas such as near the Student Union, Office of Human Resources, and Library area.

## **IMPLEMENTATION RESPONSIBILITY**

As part of its efforts to ensure equal employment opportunity to veterans (including disabled veterans) and other individuals with disabilities, we have designated specific responsibilities. The President, Dr. Berenecea Eanes, oversees affirmative action and compliance programs. The President appoints a 504/ADA Coordinator to oversee compliance and provides support and resources for affirmative action and compliance. The 504/ADA Coordinator and the Chief Diversity Officer report issues uncovered in interview reviews to the President who oversees appropriate responses.

### **504/ADA Coordinator**

As 504/ADA Coordinator, Arlene Peterson

- Chairs 504/ADA Committee
- Monitors 504/ADA compliance
- Reviews and resolve issues such as disputed accommodation decisions
- Maintains records of accommodation requests and outcomes
- Ensures records are stored securely and confidentiality is maintained
- Provides training as needed on issues related to individuals with disabilities.

### **504/ADA Committee**

The 504/ADA Committee advises the 504/ADA Coordinator. It includes representatives from various departments, and programs, including programs for veterans and individuals with disabilities. The Committee Members are:

Arlene Peterson, Interim CDO & 504/ADA  
Coordinator

James Assmann, Chief of Public Safety  
Charmaine Townsell, Student Disabilities  
Services Director/ Student Wellness Specialist

Virginia Rodriguez, HR Manager

James Salnave, Assistant Dean, Student  
Development

Michael Candio Project Manager - Buildings and  
Grounds Main Operations

Noel Gamboa - Higher Education Officer -  
Campus Planning

### **Other Officials**

Other college officials support the implementation of affirmative action in areas which include accommodations and accessibility improvements.

### **University Management**

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

## **TRAINING**

We provide orientation on relevant regulations and policies, including affirmative action programs, to individuals involved with recruitment, selection, promotion, disciplinary actions, and similar personnel activities. During the report period, with employees still being in transition due to the Covid pandemic, there were not many trainings held on campus or virtually. However, there were **795** employees who completed ESPARC Training. In the past, there have not been many trainings that HR personnel or CDO attended due to time constraints and the nature of remote work schedules which were still in place for many employees mid-2021. This coming year with the help of grants obtained through CUNY's

The following training courses and workshops were provided to employees throughout the academic year:

- SPARC (Sexual and Interpersonal Violence Prevention and Response Course), an online training is offered at employee orientation and available throughout the academic year, which Executives also completed;
- The Workplace Violence Prevention course was discussed and disseminated during orientation and all employees receive reminders throughout the semester to take the course; and
- The former CDO, Lisa Miles-Boyce, attended ongoing Title IX training and CDO meetings provided by CUNY's Central Office, and around Recruitment & Diversity topics. procedures

## AUDIT AND REPORTING SYSTEM

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

The 504/ADA Coordinator oversees audit and reporting in support of individuals with disabilities. He/she identifies and addresses barriers to access and evaluates remedial actions.

Both individuals report findings to the President and/or designee. Additionally, the CDO conducts an annual 503/VEVRAA self-audit of the college's services, including technology and facilities using the self-audit materials provided by the Department of Labor's – OFCCP Resources.

## BENCHMARK COMPARISONS

### Staffing

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

There is no federal benchmark for veteran utilization.

### Hiring Rates

The Exhibit on the following page illustrates hiring rates for veterans and individuals with disabilities as compared with previous plan years, presented as prescribed by the US Department of Labor.

In March 2022, the federal government set the benchmark Hiring Rate for veterans at 5.5%, representing the prevalence of veterans in the United States workforce. There is no federal hiring rate benchmark for individuals with disabilities. Only a year after the pandemic, there was a lot of movement in the job market, a number of employees were separating and we are able to fill some of those vacancies, but not all. As a result, there were less opportunities to hire Veterans and Individuals with Disabilities. Additionally, over the five (5) years prior to the pandemic, the college has had budgetary constraints and was not hiring much or replacing certain positions. Therefore, the last few years was the first opportunity to hire in a long time and certain positions had to be prioritized. We will increase our outreach to veterans and individuals with disabilities by sharing our postings consistently with local organizations that serve these key populations.



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

### Veterans Hiring Rate Benchmark

The benchmark, established annually by the US Department of Labor, is 5.5% as of March 2022.

Factor	2021-2022	2020-2021	2019-2020
A. Number of applicants who self-identified as Veterans before an offer of employment is made	17	15	7
B. Total number of job openings	11	16	9
C. Total number of jobs filled	4	16	4
D. Total number of applicants for all jobs	441	850	817
E. Number of veteran applicants hired	0	0	0
F. Total number of applicants hired	4	16	2
<b>Hiring Rate (E divided by F)</b>	0%	0%	0%
<b>Federal Benchmark</b>	5.5%	5.6%	5.7%
<b>Benchmark Met (Yes/No)</b>	No	No	No

### Hiring Rate, Individuals with Disabilities

There is no recommended hiring benchmark for Individuals with Disabilities.

Factor	2020-2021	2019-2020	2018-2019
A. Number of applicants who self-identify as Individuals with Disabilities before an offer of employment is made	27	52	38
B. Total number of job openings	11	17	9
C. Total number of jobs filled	4	12	14
D. Total number of applicants for all jobs	441	939	817
E. Number of individuals with disabilities hired	0	0	0
F. Total number of applicants hired	4	12	2
<b>Hiring Rate (E Divided by F)</b>	0%	0%	0%

## APPENDICES

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- 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