

**York College, The City University of New York  
EXECUTIVE ORDER 11246  
AFFIRMATIVE ACTION PLAN (AAP)**

**September 1, 2017 – August 31, 2018**

**PARTS I-VIII:**

**AAP FOR MINORITIES AND WOMEN**

**PART IX:**

**AAP FOR INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS**

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**This plan is available for public review at:**

Office of Diversity & Compliance (see above), Campus Library, and <https://york.cuny.edu/aap-2017>

**The College has prepared this document in Accessible PDF format, available upon request. Please inform the Chief Diversity Officer at (718-262-2137) if you require assistance with reading this document due to a disability.**

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## I. INTRODUCTION

This report is the annual update of the Affirmative Action Plan (AAP) required by federal regulations for women and federally designated racial/ethnic groups as well as covered Veterans and Individuals with Disabilities.

|   |                                     |
|---|-------------------------------------|
| Date of Record for employee census              | June 1, 2017                        |
| Plan Reporting Year (basis for historical data) | July 1, 2016 – May 31, 2017         |
| Plan Program Year (basis for planned programs)  | September 1, 2017 – August 31, 2018 |

Note that for this year, the University adjusted the reporting schedule, and the past Plan Reporting year is shorter.

This Plan is available for public review on-line at <https://york.cuny.edu/aap-2017> , in the Office of Diversity & Compliance and in the Campus Library.

### A. COLLEGE OVERVIEW

York College of The City University of New York is a senior college located on a fifty-acre campus in Jamaica, Queens. It is committed to equal opportunity and affirmative action in its educational and employment practices.

#### Degrees offered

The College offers baccalaureate degrees in liberal arts and sciences, and in a variety of professional programs such as accounting, business, computer studies, education, health, and social work. It also offers a BS/MS degree in Occupational Therapy.

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

York College is accredited by the Middle States Association of Colleges and Schools and is a member of the Association of Colleges and Universities of the State of New York, the American Association of Colleges for Teacher Education and the National Council for Accreditation of Teacher Education (NCATE). All Education programs are registered by the New York State Department of Education and lead to New York State provisional certification after the written parts of the New York State Teacher Certification Examination are passed. York's Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA); York's Physician Assistant Studies Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc.; York's Social Work Program is accredited by the Council on Social Work Education; and the Nursing Program by the National League for Nursing. A degree in Accounting at York College includes all the educational requirements to sit for the Uniform Certified Public Accounting. The Movement Science major obtained accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Committee on Accreditation for the Exercise Sciences (CoAES).

### B. HISTORY

York College was chartered in 1966 as a senior college of The City University of New York (CUNY). The college opened its doors to its first class in September 1967. In May 1968, Jamaica, Queens was selected as the permanent location of the college. In the past, York had temporary facilities in Bayside and Jamaica, Queens. The groundbreaking for the permanent campus took place in December 1980 and the College moved to the present site in September 1986. During this reporting period, York College celebrated its 50<sup>th</sup> anniversary.

## C. 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.

## D. ORGANIZATION CHART

Appendix A displays an organization chart of the college as of September 1, 2016.

# II. NON-DISCRIMINATION AND AFFIRMATIVE ACTION POLICIES

As a part of The City University of New York, a public university system, the College adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes," delineated in Executive Order 11246 include American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Women. Updated federal guidelines further expanded these protected classes to include two or more races.

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

[Click for CUNY's Policies \(www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html\)](http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html)

## A. THE UNIVERSITY'S POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION

The City University of New York ("University" or "CUNY"), located in an 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.

## **B. THE UNIVERSITY'S POLICY ON AFFIRMATIVE ACTION**

The University's overall policy on Affirmative Action, dated 5/28/1985, 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)*

## **C. THE UNIVERSITY'S POLICY ON SEXUAL MISCONDUCT**

The Policy on Sexual Misconduct (effective 1/1/2015) addresses sexual harassment, gender-based harassment and sexual violence.

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

- 1) Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;
- 2) Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;
- 3) Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, 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;
- 4) Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence;
- 5) Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating this policy, and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence to college constituencies; and
- 6) Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

## **D. COLLEGE POLICY**

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. Our policy is reaffirmed by the President annually.

**Appendix B** contains a copy of the annual Reaffirmation Letter.

### III. RESPONSIBILITY FOR IMPLEMENTATION

While the entire College community participates in creating an inclusive community, the College has designated specific responsibilities to enable the implementation of Affirmative Action programs.

#### A. PRESIDENT

The President has primary responsibility to lead and oversee implementation of Affirmative Action and diversity programs and assures compliance with federal, state, and city laws, rules and regulations as well as City University of New York policies. In this area of responsibility, the President:

- Designates personnel responsible for aspects of Affirmative Action, diversity, and compliance, including a Chief Diversity Officer (CDO), 504/ADA Coordinator and Title IX Coordinator, and ensures responsible personnel have the authority, staff, and other resources to successfully implement 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.**)
- Submits required reports to University offices and external parties as needed.

#### B. CHIEF DIVERSITY OFFICER

The President has designated **Alicia Franqui, Esq.** as the Chief Diversity Officer (CDO). As the President's primary designee, the CDO:

- Provides confidential consultation for, investigates and resolves discrimination/harassment complaints
- Distributes relevant policies, notices and revisions; ensures integration into training programs, search committee orientations, websites, and other media (e.g., Policy on Equal Opportunity, Non-Discrimination, and on Sexual Misconduct; Affirmative Action Policy; Contact Information for the CDO, Title IX Coordinator and 504/ADA Coordinator)
- Prepares and communicates Affirmative Action Plan reports and evaluates the impact of specific initiatives and Affirmative Action programs overall
- Consults with Search Committees and hiring managers on recruitment and selection, overseeing search plans and effective recruitment/selection strategies to promote a diverse workforce
- Assures the College's participation in university-wide initiatives promoting diversity and inclusion.

#### C. COLLEGE OFFICIALS

College Officials - executives, department chairpersons, managers, and supervisors - are crucial partners in the equal employment/affirmative action program. They help ensure compliance with the College's affirmative action policy, foster an inclusive environment, and assist in developing, maintaining, and implementing the Affirmative Action Plan.

#### **D. COMMITTEE(S) ON DIVERSITY AND INCLUSION**

The College has a standing committee advising the President in formulating and implementing affirmative action policy; reviewing the impact of any policies on the College governance plan; developing and implementing strategic diversity plans and promoting College programs to reflect pluralistic values and goals.

##### **Faculty Diversity Committee**

Committee members in this Plan Year were:

Associate Professor Fabiola Salek – Co-Chair  
Assoc. Dir. Div. & Comp. Gail Marshall – Co-Chair  
Professor Gila Acker  
Professor Gerard McNeil  
Professor Freya Pritchard  
Associate Professor Sundeep Bisla  
Associate Professor Mitchell Brodsky  
Associate Professor Scott Sheidlower  
Associate Professor Francisco Villegas  
Associate Professor George White  
Associate Professor Xiaodan Zhang  
Assistant Professor Phoebe Massimino  
Lecturer Doctoral Schedule Susan Austin  
Lecturer Wayne Forrester  
Adjunct Assistant Professor Truett Vaigneur (HE Asst.)

#### **E. UNIVERSITY MANAGEMENT**

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

[http://www2.cuny.edu/about/administration/offices/hr/diversity-and-recruitment/#cuny\\_workforcedeomographics](http://www2.cuny.edu/about/administration/offices/hr/diversity-and-recruitment/#cuny_workforcedeomographics)

#### **F. FACULTY DIVERSITY STRATEGIC PLAN**

The College has developed overall strategies and goals for implementing Affirmative Action practices related to the hiring and promotion of faculty. The Faculty Diversity Strategic Plan addresses recruitment, retention, and the impact of organizational climate on faculty. This process began with a University-wide initiative starting in 2011. Each College has developed a corresponding plan for 2013–2018, and updates the plan annually.



## IV. WORKFORCE ANALYSIS

The Workforce Analysis is a review of protected groups (gender and ethnicity) organized by department/unit and presented by job title in descending hierarchical order as defined by CUNY's university-wide reporting systems.

The source for this review and all subsequent data is an extract from CUNY's system of record, CUNYFirst, with an effective date of June 1, 2017 (i.e., full-time employees either active or on paid leave as of June 1). This analysis omits individuals not identified as CUNY employees, such as individuals employed by CUNY's Research Foundation and student workers. We created the data extract on July 24, 2017.

To evaluate representation by race/ethnicity, we use federally mandated categories of Asian, Black/African American, and Hispanic. As employees who identify as American Indian/Alaska Native comprise less than two percent of both CUNY's workforce and the local population, they are included in the Total Minority category, as are persons identifying with Two or More Races. Individuals identifying as Hawaiian/Native Pacific Islander are included in the Asian category.

All employees have identified a gender. Anyone who did not specify a gender and/or ethnicity is included in the workforce analysis but not included in a protected group if they did not disclose one.

We use the Workforce Analysis to review overall representation of females or minorities by organizational unit (division and/or department) and by title/rank within organizational unit. The Workforce Analysis Report is a large document available for review upon request.

## V. JOB GROUPS, DISCIPLINES, AND LABOR MARKET AVAILABILITY

We base further analyses on assigning the workforce to groups of similar jobs. Further, we analyze faculty by instructional program (discipline) and college laboratory technicians by general purpose.

### A. JOB GROUPS

We develop job groups (or Affirmative Action Units) by grouping similar job titles based on duties, qualifications, and other conditions of employment. The University reviews job groupings as titles, job duties, or conditions of employment change. **Table 1** lists the current roster of job groups in use at the University.

For this plan year, the University conducted an in-depth review and we have listed material changes below (**Table 2**). In some cases, there is an impact on year-to-year comparisons but it appears long-term the results will be more relevant to recruiting and retaining a diverse workforce.

**Appendix C** presents the College's job groups, title assignments, and summary staffing. It also includes details on calculations of Labor Market Availability.

**Table 1****Roster of University job groups with college staffing, 6/1/17**

| Category                            | Group                                   | Total Staffing | Females | Minorities |
|-------------------------------------|---|----------------|---------|------------|
| Executive/Administrative/Managerial | Administration 1 (Executives)           | 20             | 8       | 13         |
|                                     | Administration 2 (Managers)             | 50             | 32      | 41         |
|                                     | Facility Manager                        | 3              | 0       | 2          |
|                                     | IT Computer Manager                     | 3              | 0       | 2          |
|                                     | Security Manager                        | 2              | 1       | 2          |
| Professional - Faculty              | Faculty-Developmental                   | 6              | 2       | 1          |
|                                     | Faculty-Instructor                      | 1              | 1       | 0          |
|                                     | Faculty-Lecturer                        | 36             | 22      | 20         |
|                                     | Faculty-Professorial                    | 167            | 77      | 72         |
| Professional – Non-Faculty          | Accountant                              | 3              | 3       | 2          |
|                                     | Purchasing Agent                        | 2              | 1       | 2          |
|                                     | Administration 3 (General Admin)        | 89             | 67      | 75         |
|                                     | Administration 5 (Engineers/Architects) | 1              | 0       | 0          |
|                                     | Disability Accommodation Specialist     | 3              | 2       | 2          |
|                                     | IT Computer Professional                | 28             | 6       | 25         |
| Administrative Support Workers      | Accountant Assistant                    | 2              | 1       | 2          |
|                                     | Administrative Assistant                | 10             | 10      | 7          |
|                                     | Office Assistant                        | 63             | 52      | 59         |
|                                     | Mail Services Worker                    | 2              | 1       | 2          |
| Craft Workers and Related           | Basic Crafts-Buildings and Grounds      | 3              | 0       | 2          |
|                                     | Laborers and Helpers                    | 10             | 0       | 10         |
|                                     | Skilled Trades                          | 21             | 0       | 6          |
|                                     | Skilled Trades-Supervisor               | 2              | 0       | 1          |
| Technicians                         | Administration 4 (CLTs)                 | 23             | 6       | 18         |
|                                     | IT Support Technician                   | 3              | 2       | 3          |
|                                     | Print Shop                              | 4              | 0       | 3          |
| Service Workers                     | CPO Level 1                             | 40             | 11      | 38         |
|                                     | CPO Level 2                             | 4              | 0       | 4          |
|                                     | CPO Sergeant                            | 6              | 1       | 6          |
|                                     | Custodial                               | 25             | 6       | 24         |
|                                     | Custodial Supervisor                    | 3              | 1       | 3          |

**Table 2**

**Changes in Job Group Structure, 2016-2017**

| Title   | Change   |
|---|--|
| Senior Registrar, Registrar, Architectural Intern, Engineering Intern, Elevator Starter, CUNY Technical Support Aide, Multi Color Press Camera Operator, College Computer Photo Typesetter, CUNY Secretarial Assistant, CUNY Technical Support Aide, Office Aide, Campus Security Officer Level 2, Campus Peace Officer Level 3 | Removed titles retired from CUNY system or marked “incumbent only” with no remaining incumbents  |
| CUNY START Instructor<br>CUNY CLIP Instructor   | Added as full-time titles in 2017; assigned to a new “Developmental Faculty” job group   |
| Business Data Analyst   | Introduced last year, but has seen substantial hiring and may appear in analyses for the first time  |
| Laborer, Maintenance Worker, Electrician Helper, Steamfitter Helper, Plumber Helper   | Moved from Skilled Trades to a “Laborers and Helpers” job group consistent with duties and accepted occupational categories                    |
| Computer Specialist   | Split into separate groups consistent with duties and accepted occupational categories: “IT Computer Professional” and “IT Support Technician” |
| Administrative Superintendent of Buildings and Grounds and Chief Administrative Superintendent of Buildings and Grounds   | Combined into a “Facilities Manager” job group given overlap in job duties   |

**B. FACULTY AND COLLEGE LABORATORY TECHNICIANS**

We also analyze faculty utilization by academic program or discipline within the job group. The University identifies programs using the U.S. Dept. of Education “Classification of Instructional Programs” and each College/Unit assigns their academic departments. On an exception basis, we calculate a blended labor market availability that crosses programs. The only systemic adjustment made to disciplines this year was that in adding CUNY START and CUNY CLIP Instructors, a “Developmental Education” group was added, and some faculty in related programs were assigned to this group.

We analyze College Laboratory Technicians by general purpose. We previously assigned them to as many as six separate groups. Assignment to specialized groups was losing its relevance and differences in labor market availability between groups was minimal. We now assign College Laboratory Technicians to one of two groups, based on assigned department: College Laboratory Technicians in Science, Technology, and Engineering, and College Laboratory Technicians - Other.

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

## C. LABOR MARKET AVAILABILITY

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

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

CUNY updated labor market availability figures as part of a review conducted every other year. Most notable is that where post-secondary degree is a factor, we adjusted the date of degree conferred from 2011-2012 to 2013-2014. We also made some adjustments to account for changes in internal promotion eligibility.

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

## VI. UTILIZATION ANALYSIS (BY PROTECTED CLASS AND JOB GROUP)

### A. DESCRIPTION AND RESULTS OF UTILIZATION ANALYSIS

The College reviewed its employee population by Job Group and protected class as compared with Labor Market Availability. We omit analyses for groups of fewer than five employees due to limited reliability.

We assess differences between the workforce and the general labor market (availability). We report “underutilization” when significantly fewer minorities or women are employed than we would reasonably expect given availability (i.e., greater than 20% difference). We calculate this difference in terms of full-time equivalent employees.

Where there is underutilization for females or minorities, the College uses the underutilization figure as a Placement Goal for the recruitment and/or promotion within the job group.

Table 3 (following pages after this section) summarizes the employees assigned to each job group, their underutilization, and a comparison of underutilization to that reported in the prior year (where relevant given changes in employee groupings).

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

**Table 3: Summary Utilization - Staff**

This is a summary of utilization, and underutilization, of protected groups by job group. Only those groups with five or more employees are included here.

This version compares the underutilization numbers by job group for Executive, Administrative, and Staff positions to 2016 findings as reported to the CUNY Trustees over this past year. It is based on 2016 Affirmative Actions Plans that were edited and corrected during the Winter and Spring of 2017.

This chart reflects changes to groups in 2017. Laborers and Helpers and IT Support Technicians are new groups in 2017; 2016 underutilization is included under the Skilled Trade and IT Professional groups, respectively. The Facility Manager group combines 2016 groups of Admin Superintendent and Chief Admin Superintendent; 2016 results for these groups were combined.

| Job Category and Group                               | UNDERUTILIZATION |      |        |      |           |      |       |      |             |      |             |      |
|--|------------------|------|--------|------|-----------|------|-------|------|-------------|------|-------------|------|
|  | Total Staff      |      | Female |      | Total Min |      | Asian |      | Black Af-Am |      | Hisp-Latino |      |
|  | 2017             | 2016 | 2017   | 2016 | 2017      | 2016 | 2017  | 2016 | 2017        | 2016 | 2017        | 2016 |
| <b>Category: Executive/Administrative/Managerial</b> |                  |      |        |      |           |      |       |      |             |      |             |      |
| Administration 1 (Executive)                         | 19               | 19   | 2      |      |           |      | 2     | 2    |             |      |             |      |
| Administration 2 (Manager)                           | 50               | 45   |        |      |           |      |       |      |             |      | 2           | 2    |
| <b>Category: Professional Non-Faculty</b>            |                  |      |        |      |           |      |       |      |             |      |             |      |
| Accountant   | 5                | 5    |        |      |           |      |       |      |             |      | 1           | 1    |
| Administration 3 (Professional)                      | 89               | 85   |        |      |           |      |       |      |             |      |             |      |
| IT Computer Professional                             | 28               | 28   |        |      |           |      |       |      |             |      |             |      |
| <b>Category: Administrative Support Workers</b>      |                  |      |        |      |           |      |       |      |             |      |             |      |
| Administrative Assistant                             | 10               | 10   |        |      |           |      | 1     | 1    |             |      | 2           | 3    |
| Office Assistant                                     | 63               | 64   |        | 5    |           |      |       |      |             |      |             |      |
| <b>Category: Craft Workers</b>                       |                  |      |        |      |           |      |       |      |             |      |             |      |
| Laborers and Helpers                                 | 10               |      | 2      |      |           |      |       |      |             |      | 1           |      |
| Skilled Trades                                       | 21               | 33   | 1      | 1    |           |      |       |      |             |      | 3           | 2    |
| <b>Category: Service Workers and Others</b>          |                  |      |        |      |           |      |       |      |             |      |             |      |
| Campus Peace Officer-Level 1                         | 40               | 39   |        | 1    |           |      |       |      |             |      | 10          | 9    |
| Campus Peace Officer-Sergeant                        | 6                | 7    |        |      |           |      |       |      |             |      |             |      |
| Custodial  | 25               | 27   |        |      |           |      |       | 1    |             |      |             |      |





## A. DISCUSSION OF UTILIZATION, UNDERUTILIZATION, AND PLACEMENT GOALS

A number of concurrent factors may influence changes in underutilization and it is not always possible to pinpoint an exact cause.

The fact that the University updated job groupings and Labor Market Availability for this plan year might influence findings for some groups, although typically these changes are not major. Employee turnover and opportunities to hire may also influence findings, especially with smaller groups.

A review of Table 3 showed reduced or eliminated underutilization for **females** in the following job group categories: Office Assistant down to zero from five (5), Campus Peace Officers – Level 1 down to zero from one (1), Professorial English down to two (2) from three (3) and Professorial Physical Sciences down to three (3) from four (4).

A similar review of Table 3 showed reduced or eliminated underutilization of **minorities** in the following job groups: Administrative Assistants (Hispanic-Latino) down to two (2) from three (3), Professorial Biology (Black) down to zero from one (1), Professorial Health Professions (Asian) down to zero from one (1) and Lecturer English (Hispanic-Latino) down to zero from one (1).

**Faculty – All Fields** – During the current reporting period, underutilization for females lacked improvement, from 16 in the previous reporting period to 19 this reporting period. A number of factors may have contributed to this increase. There were 20 separations from the professorial ranks, of which, 12 were female (60%). Because of the larger than usual number of separations, the campus plans to focus on a more aggressive recruiting program for the upcoming reporting period which will provide opportunities to reduce underutilization for both females and minorities in the professorial ranks.

**Developmental Education** – Because this is a new classification under the faculty group, for this year, no comparative assessments could be made for this reporting period.

**College Laboratory Technicians** – As stated earlier, this classification of employees was separated into two distinct groups. Therefore, no placement goals were set for this reporting period.

Overall, current budget constraints have presented a challenge in anticipating potential hiring opportunities in all job groups for the upcoming reporting period.

A more detailed breakdown of gender and ethnicity in personnel actions and recruiting activities will be discussed in Section VII, Other Analyses.



## VII. OTHER ANALYSES

### B. PERSONNEL ACTIVITY

As per the Federal *Uniform Guidelines on Employee Selection*, we analyze personnel actions for potential adverse impact (i.e., personnel selections at a substantially different rate for underrepresented groups). We review this data by job group.

Any conclusions related to this data should take into account the fact that this is the first year in which we are presenting this data by job group, as the data was previously reviewed by EEO-6 category. This year we also updated definitions of job actions to coordinate with data categories assigned by our system of record, CUNYFirst.

**Appendix F** provides detail on personnel activity for incumbent employees.

- F-1 Job Actions by Job Group and Ethnicity
- F-2 Job Actions by Job Group and Gender
  
- F-3 Faculty Tenure Actions by Department, Title, and Ethnicity
- F-4 Faculty Tenure Actions by Department, Title, and Gender

We compare changes in title between reference dates (this year, between July 1, 2016 and June 1, 2017), adding individuals who did not remain employed for an entire plan year. The reports track hires and other actions on the basis of when the change occurred (effective date), not the date it was approved (which for some jobs might have occurred in the previous plan year).

The table below details the types of employment activity captured. Many personnel actions involve leaving one job group to take a position in another group and are reported as a combination of a separation and a hire (i.e., an employee is noted as having left one group and having joined another group). Other types of status changes, including a change from Substitute, Acting, or Temporary status to regular status, are noted but not included in counts of hires and separations.

Of particular interest is Tenure, a permanent status granted to faculty and College Laboratory Technicians. Lecturers are eligible for a Certificate of Continuous Employment (CCE). Individuals are eligible after meeting service requirements, and professorial faculty are subject to an additional review process. Departmental and College-wide Personnel and Budget Committees (P&B) review applications and present recommendations to the President, who recommends candidates to the CUNY Board of Trustees. Individuals reported for this year generally received tenure/CCE status effective on September 1, 2016. College Laboratory Technicians generally receive tenure automatically following a given number of years of service and are not included in the Tenure report.

**Table 4**  
**Personnel Actions**

| Category     | Activity  | Definition  |
|--------------|---|---|
| Joined Group | Employee has joined a job group to which they did not belong as of the prior census date. |   |
|              | Hire  | Employed at the college for the first time, or re-hired after a break in service. May include employees who previously worked at another CUNY College or elsewhere in government service and individuals appointed through the Civil Service Transfer Roster process. |
|              | Advanced from a Lower Group   | Employee joined job group by taking a new job that would normally be considered a career advancement. This is counted as a hire in the new group, and a separation in the old group.  |
|              | Joined Executives from Faculty  | Considered neither a career advancement nor other change, when a faculty member leaves a faculty appointment to join the Executive ranks. Normally he/she retains tenure in the faculty appointment and may return to it eventually.                                  |
|              | Joined Faculty from Executives  | Considered neither a career advancement nor other change, when a faculty member returns to a faculty appointment after serving in Executive ranks.  |
|              | Joined/Transferred from Other Group   | Other change, such as a job change which represents a change in career direction, or where there is no stated or implied career advancement.  |
| Left Group   | Employee has left a job group they were part of as of the prior census date.              |   |
|              | Separation  | Employee has left employment in the College, whether or not he/she has moved to another CUNY College.   |
|              | Separation within plan year   | Employee was hired and separated from College within the same plan year (counted as both a Hire and a Separation)   |
|              | Left to Advance to Higher Group   | Employee left job group by taking a new job that would normally be considered a career advancement.   |
|              | Left Executives to Return to Faculty  | Considered neither a career advancement nor other change, when a faculty member returns to a faculty appointment after serving in Executive ranks.  |
|              | Left Faculty to Move to Executives  | Considered neither a career advancement nor other change, when a faculty member leaves a faculty appointment to join the Executive ranks. Normally he/she retains tenure in the faculty appointment and may return to it eventually.                                  |

| Category              | Activity   | Definition   |
|-----------------------|--|--|
|                       | Left Group – Other Title Change (Not Advancement)  | Other change, such as a job change which represents a change in career direction, or where there is no stated or implied career advancement.   |
| Move Within Job Group | Employee has a title change but has not changed job group.   |  |
|                       | Advanced Within Group  | Employee has taken a higher title within the group. This might be a higher level of the same title (e.g., IT Assistant Level 1 to IT Assistant Level 2) or a higher job title (e.g., IT Assistant to IT Associate).                          |
|                       | Title Change Within Group-Other (Not Advancement)  | Employee has taken another title with a job group where there is no stated or implied career advancement.  |
| Status Change         | Employee has a change in the status of their appointment. <u>Note in previous years, some status changes were treated as a combination of a separation and a hire;</u> however the employee never changed job title or duties. Beginning with this report we will note that change in status separately from hire/separation status. |  |
|                       | Regular Status to Acting-Substitute Status   | Employee was a regular employee as of the prior census date but has taken a position with a substitute status, most likely as a trial period in a higher title.  |
|                       | Acting-Substitute Status to Regular Status   | Employee was a substitute employee as of the prior census but has been granted a regular status, most often through a search process.  |
|                       | Temporary to Regular Appointment   | Generally applies only to Civil Service employees, where employee has moved from a temporary (3-month) assignment to one of the standard Civil Service regular appointment categories (non-competitive, provisional, or probable permanent). |
|                       | Visiting Faculty to Regular Status   | A member of the Visiting faculty has taken a regular faculty appointment (e.g., Visiting Assistant Professor to Assistant Professor)   |
|                       | Visiting Faculty to Substitute Status (Rare)   | A member of the Visiting faculty has taken a substitute appointment, either as a substitute faculty member or a substitute Research Associate.   |
| Tenure Actions        | <p>Actions related to the granting or denial of tenure to faculty members. May include Tenure or Certificate of Continuous Employment (CCE), a status granted to certain non-professorial faculty titles.</p> <p>Tenure actions are reported by Department, not job group, however, the job title is reported in the chart.</p>      |  |

| Category | Activity          | Definition  |
|----------|-------------------|---|
|          | Awarded Tenure    | Awarded Tenure or CCE following a review process.   |
|          | Hired with Tenure | Upon initial hire, granted tenure. Generally, due to having a tenured status at a previous institution.                 |
|          | Denied Tenure     | Tenure denied after a review process. If a job title is not provided, this indicates employee has left CUNY employment. |

During the reporting period, the number of total new hires for the campus was 55. The breakdown by job groups follows:

Executive / Administrative / Managerial

Executive Compensation (Administration 1) – 3 Black Males

Managers (Administration 2) – 1 Black Female, 1 Hispanic Female, 1 White Female, 1 Asian Male, 1 Black Male and 1 White Male

Faculty

Professorial (Tenure-track) – 1 White Female, 1 White Male

Lecturer series – 2 Black Female

Faculty - Developmental (new category) – 2 White Female, 1 Asian Male, 2 White Male

Professional Non-Faculty

HEO series titles (Administration 3) – 4 Asian Female, 8 Black Female, 1 Hispanic Female, 1 White Female, 1 Asian Male, 2 Black Male, 1 White Male

Disability Accommodations Specialist – 1 Black Female, 1 White Male

IT Computer Professional – 1 Asian Female, 1 Asian Male, 1 Hispanic Male

College Laboratory Technicians – 2 White Male

CUNY Office Assistant – 2 Black Female, 1 Italian-American Female, 1 White Male

Craft Workers & Related B & G titles

Skilled Trades – 1 Asian Male, 1 Italian-American Male

Laborer – 1 Black Male

Service Workers

Campus Peace Officer – 3 Black Male

Custodial – 1 Asian Female

Custodial Supervisor – 1 Black Male

Also during this reporting period, the campus experienced a large number of separations in the professorial ranks. The total was 20. Of those separated from the college, there were: seven (7) retirements, five (5) End of Assignment, four (4) resignations, two (2) non-reappointments and two (2) deaths. There were also three (3) separations among the Lecturers: one (1) End of Assignment, one (1) non-reappointment and one (1) death. Of the 20 separations from the professorial ranks, 12 were female, which represented 60% of the total. If we remove the three (3) female retirees from the group, the nine (9) remaining female separations represented 45% of professorial separations.

In the upcoming reporting period the campus plans a more aggressive recruiting program in order to fill a number of the unanticipated separations. This will provide the campus with greater opportunities to increase the number of females and people of color within the professorial ranks.

Within the HEO title series there was a total of 17 separations from the campus this reporting period. The separations were classified as: 10 resignations, three (3) End of Assignment, two (2) non-reappointments and two (2) retirees.

Within the Classified staff the separations were as follows. The five (5) CUNY Office Assistants that separated from the campus were: three (3) resignations and two (2) retirees. In the Public Safety Officers group there was a total of eight (8) separations this reporting period. The separations were designated as: four (4) resignations, two (2) transfers, one (1) termination and one (1) retirement.

Tenure took affect for five (5) members in the professorial ranks on September 1, 2016. Of the five (5) faculty members granted tenure, two (2) were female (both Black) and three (3) were male (1 Asian and 2 White). Also, two (2) lecturers received Certificates of Continuous Employment, both were female (1 Black and 1 White).

Within the professorial ranks there were also seven (7) promotions this reporting period. Five (5) faculty members received promotions to Associate Professor from Assistant Professor, they were: 1 Asian Female, 2 Black Females, and 2 White Males. Additionally, two (2) faculty members were promoted to Full Professor from Associate Professor, they were: 1 White Female and 1 Black Male.

Among the Classified Civil Service titles, there were upgrades for members of the CUNY Office Assistant (COA) position. Five (5) members received upgrades: three (3) from Level 1 to Level 2 and two (2) from Level 2 to Level 3. All COAs receiving upgrades were Black Females.

### **C. RECRUITING ACTIVITY**

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

Many hiring projects are conducted by a diverse Search Committee, particularly searches for faculty, administrators, and executives. The Chief Diversity Officer provides an orientation to committee members on effective selection practices, including practices aimed at reducing the potential for bias in selection. The CDO reviews the applicant pool for sufficient representation and certifies the pool prior to a review by the committee. The CDO reviews the list of individuals selected for interviews, and at the end of the recruiting process, approves the entire search.

Unlike the Utilization Analysis, which compares employee data to labor market availability, the standard in evaluating recruiting data is "Impact Analysis": whether females and minorities have a selection rate at least 80% of the selection rate of males and whites. The Chief Diversity Officer also typically reviews applications from the standpoint of labor market availability prior to certifying the applicant pool.

**Appendix G** summarizes recruiting, by job group, data based on currently available information about searches that were noted as officially concluded with a job offer between July 1, 2016 and May 31, 2017.

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

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

|            |  |
|------------|--|
| Applicant  | Qualified individual submitting an application for a specific position |
| Interview  | Selected for an interview, and interviewed (did not withdraw)          |
| Offer/Hire | Selected for the position.   |

In the normal conduct of business, the Chief Diversity Officer reviews demographic data for individual searches/job postings. As job searches are performed by many units throughout the organization, data at that level is the most useful in making 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.

Although we used the University's system of record (CUNYFirst) to gather information on applicant data. It is not always complete because submission of gender and ethnic data from applicants is not required. Therefore, analysis of the makeup of applicant pools was not conducted for this plan period.

#### **D. COMPENSATION**

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

We review policies such as:

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

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

The Chief Diversity Officer and the Human Resources Director discussed compensation best practices and areas of risk with members of the President's Cabinet on February 22, 2017.

## VII. ACTION-ORIENTED PROGRAMS

In this section, we assess the programs over the prior year from the standpoint of the findings in the previous sections of this report. We evaluate how the College has, or has not, achieved its goals. We identify future programs and activities in light of the coming year’s goals.

### A. IMPLEMENTATION OF THE 2016– 2017 AFFIRMATIVE ACTION PROGRAM

Table 3 (previously referenced) and the discussion of the previous section summarize prior year goals and accomplishments in addressing underutilization.

Over the prior plan year, the College undertook the following programs in support of Affirmative Action as well as creating a climate of inclusion.

**Table 5**

**Summary of Campus Programs, 2016-2017**

| Program / Effort  | Impact/Discussion  |
|---|--|
| Faculty Fellowship Publication Program (FFPP)   | The program focuses on advancing the publication of academic works for junior faculty as they prepare for advancement and move towards obtaining tenure (University sponsored program) – During this reporting period, two faculty members participated in the program: an Hispanic female and an Asian male.  |
| Presentations of AAP at meetings of the Cabinet, College P & B, and Directors & Cabinet | To raise awareness of the areas in which the campus excels and the areas needing improvement.  |
| Faculty Diversity Committee   | To achieve greater involvement of the faculty in activities affecting diversity on the campus. During this reporting period, members of the committee participated in the first in a series of Faculty Diversity Dialogues sponsored by the University. Members were also active in highlighting issues of concern by the LGBTQ community on the campus. |
| “Those Who Can Do” – Faculty Art Show   | Between March 16 <sup>th</sup> and April 21 <sup>st</sup> - 13 York College faculty members placed their work on display in the York College Fine Arts Gallery for all members of the college community to view.   |
| York Film Festival  | The festival took place on February 23, 2017. It was dedicated to increasing awareness.  |
| Academic Affairs – Mid-Summer Lunch   | A social event designed to celebrate the ethnic diversity within the Office of Academic Affairs. Participants were asked to donate an ethnic dish (ethnic dress was optional), and to speak briefly about the dish and their personal heritage. Event to be held annually moving forward.  |
| Concert   | Celebration of the end of Hispanic Heritage Month concert by Aruturo O’Farrill and the Afro Latin Jazz Orchestra – Oct. 15, 2016   |
| Italian Heritage & Culture Social Event   | Annual celebration of Italian Heritage & Culture sponsored by the Italian Heritage & Culture Committee   |

| Program / Effort  | Impact/Discussion   |
|---|---|
|   | and the Office of Academic Affairs – Oct. 31, 2016  |
| NYC Men Teach   | “Developing Role Models & Affecting Social Justice” – Nov. 1, 2016. This panel discussion focused on the role of Black, Latino and Asian male educators as a piece of the puzzle helping to address social justice.                           |
| School of Health Sciences & Professional Programs (SHSPP) Spring Conference | On March 8, 2017, the School of Health Sciences & Professional Programs and the SHSPP’s Committee on Comprehensive Faculty Professional Development sponsored the conference entitled “Social & Environmental Determinants of Health in NYC.” |
| Provost’s Distinguished Lecturers Series                                    | Former Alumna Vickie Mabry-Height, M.D., M.P.H., FACP, “COL” – presented “White Coat Secrets Still Standing: A Doctor’s Story” to students, faculty and staff relating her experiences as a female doctor of color. March 2, 2017             |
| Italian Blackness in Italian Cinema - Film presentation                     | Blaxploitation – 100 Years of Blackness in Italian Cinema was screened on March 21, 2017. It was followed by a discussion with the film’s producer/director – Fred Kuwornu  |
| Colloquium  | The 2017 Women’s History Month Colloquium was held on March 30, 2017. The event’s keynote speaker was City Advocate, Hon. Letitia James   |
| LGBTQ+ Task Force presentation - “We Are Them”                              | The LGBTQ+ Task Force at York College held “A Conversation on Inclusion, Diversity and Discrimination in the LGBTQ+ Community” on April 27, 2017  |
| Undergraduate Research Day  | An annual celebration of undergraduate research and creative scholarship in all disciplines was held on May 4, 2017.  |
|   |   |

The desired outcomes for some programs/events cannot be measured. However, the general goals are to raise awareness and participation in these activities by highlighting the diversity and contributions of all members of our campus community.

University-wide programs like the FFPP focus on a specific campus population, whereas events like film screenings and open forum discussions focus on a larger cross-section of campus populations. Some of the events listed were designed to be one-time only, but others, such as: The Provost Distinguished Lecturers Series and the celebrations of Hispanic Heritage, Italian-American Heritage & Culture, and Women’s History month, among others, are annual activities and will continue in the next reporting period.

## **B. TARGETED PLANS FOR THE 2017-2018 AFFIRMATIVE ACTION PROGRAM**

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

The College plans to use recruitment as its primary vehicle to move towards achieving placement goals. However, due to budget constraints and other issues, some anticipated hires have been delayed. The College will strive to make greater progress towards placement goals in the coming year. Priority has been given to faculty hires in order to accommodate new and expanded program offerings like the new Masters in Pharmaceutical Sciences & Business, whose first cohort will enter the school in the Fall 2017 semester.



Table 3 (previously referenced) summarizes Affirmative Action goals to address specific areas of underutilization.

**Table 6**

**Planned Campus Programs, 2017-2018**

| Program / Effort                         | Goals/Expected Impact   |
|--|---|
| Faculty Diversity Committee              | Improve overall experience of faculty on campus. Goals: increase retention, achievement of tenure, and grants awarded                                 |
| Provost’s Distinguished Lecturers Series | To showcase research of in-house faculty, increase exposure to their work and provide additional professional development                             |
| Undergraduate Research Day               | Displays the results of research projects designed and developed by York College undergraduate students under the mentorship of York College faculty. |
|  |   |

**C. ONGOING ACTIVITIES IN SUPPORT OF AFFIRMATIVE ACTION**

During this reporting period the Office of Diversity and Compliance conducted training for 22 Search Committees and Hiring managers. These sessions were designed to inform members of acceptable practices and procedures involved in the search process and also alert them to the importance of confidentiality and the negative effects of unconscious bias in applicant evaluations. The Office also assisted in proposing possible alternative placements for advertising of the job postings, especially in the faculty positions. The goal of this process is to reduce underutilization throughout the college.

The Office of Diversity and Compliance also conducted 38 sessions of Title IX trainings for students, faculty and staff. The goal was to raise awareness and reduce incidents of sexual misconduct on campus.

The College’s Action-Oriented programs benefit from 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 underrepresented groups, and participation in a national network dedicated to higher education recruiting;
- Maintains social media accounts for recruitment and employment branding;
- Promotes university-wide Civil Service examinations;
- Publishes guides and training materials on effective and compliant search practices
- Provides training and ongoing updates to Chief Diversity Officers.

Recruitment policies support developing diverse applicant pools through:

- Required posting of open positions and of Civil Service Notices of Examinations. Typical faculty vacancies are posted for 60 days and administrative vacancies are posted for 30 days

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

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. He/she also integrates compliance information into training programs for faculty, students, and staff.

#### **D. INTERNAL AUDIT AND REPORTING**

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

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

The College maintains employment records in the central CUNYFirst system used to provide the data underlying Affirmative Action Plans. The Chief Diversity Officer works with the 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 on a quarterly basis.

## **VIII. INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS**

### **A. POLICY STATEMENT ON EQUAL EMPLOYMENT OPPORTUNITY**

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 when appropriate to Individuals with Disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are 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.

Further details on university policies are available on the web site at:

[Click for CUNY's Policies \(www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html\)](http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html)

### **B. REVIEW OF PERSONNEL PROCESSES**

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

The College asserts that its 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 makes efforts to assure Individuals with Disabilities and Veterans are represented in media including college publications and web sites.

We invite employees to self-identify through an on-line system available in CUNY’s Employee Self-Service Portal. We invite applicants to self-identify through CUNY’s online recruiting system with each application. The University maintains this data in its system of record with appropriate security measures for confidentiality of individual information.

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

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

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

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

#### **D. REASONABLE ACCOMMODATION**

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

The College contact for accommodation requests is:

Name: Gwendolyn Harewood  
Title: Acting Director, Human Resources  
Phone: 718-262-2135  
Email: gharewood@york.cuny.edu

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

[Click for CUNY's Policies \(http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html\)](http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html).

Applicants for employment may request accommodations to physical and mental limitations during the recruiting and interviewing process. The procedure is provided on the Employment Page of the CUNY Website. 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 College's Human Resources office, or The University's Office of Recruitment and Diversity at [jobs@cuny.edu](mailto:jobs@cuny.edu), 205 East 42nd Street, 10<sup>th</sup> Floor, New York, New York 10017.*

The College accommodates employees who serve in the armed forces with a liberal military leave policy, which includes granting leaves of absence to employees who participate in honor guards at the funeral of Veterans.

As per University policy, the College also provides reasonable accommodations to individuals based on religious practice.

In the last Plan Year:

- While recognizing that many requests are resolved through an informal process, the College responded to four (4) official requests for accommodations from employees, for which the process was successfully concluded four (4) times and appealed zero times. At this time there are no outstanding appeals

- The College responded to zero requests for reasonable accommodation from job applicants.
- The College upgraded campus facilities to improve access:
  - In the atrium and cafeteria areas of the Academic Core Building, facilities created numerous charging stations which enabled students, faculty and staff to maintain use of their electronic devices while on campus
  - Facilities upgraded some restrooms to make them more ADA compliant
  - Facilities also added signage to all restrooms identifying users. Signage was also created for gender-neutral and single occupancy restrooms
  - Major upgrades and repairs were made on vertical transportation such as elevators and escalators

**E. HARASSMENT PREVENTION PROCEDURES**

The University has developed procedures to ensure that Individuals with Disabilities or Protected Veterans are not harassed. (See Section A above, *Policy Statements on Equal Employment Opportunity*). As specified in our policy, the 504/ADA Coordinator, Alicia Franqui, is responsible for coordinating efforts to ensure access and non-discrimination for Individuals with Disabilities. To file a complaint, individuals should contact the 504/ADA Coordinator.

**F. EXTERNAL DISSEMINATION OF POLICY**

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

The University also post its Non-Discrimination Policy in the New York Times twice each year, and on its employment web site ([Click for CUNY's Employment Page \(www.cuny.edu/employment.html\)](http://www.cuny.edu/employment.html)).

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

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

**G. OUTREACH AND POSITIVE RECRUITING**

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

**Table 7**

**Summary of Outreach Efforts for Veterans and Individuals with Disabilities, 2016-2017**

| Program / Effort               | Impact/Discussion   |
|--------------------------------|---|
| Veteran’s Orientation          | Each semester the Office of Veterans Affairs conducts an orientation session for all new and returning veteran students aimed at assisting in retention.  |
| Veteran’s Spring Resource Fair | In the Spring semester the Office of Veterans Affairs sponsored a Resource Fair for Veterans and invited Veterans from all CUNY schools. The fair provided participants with information on education, housing, jobs, volunteerism and other veteran needs. |

| Program / Effort   | Impact/Discussion  |
|--|--|
| Photo Exhibit – Individuals with Disabilities – sponsored by the Center for Students With Disabilities | “See Us, Images of Disabilities at York” – Photo Exhibit – Oct. 17 – Nov. 30, 2016. York College Library. Goals were to share experiences and breakdown barriers and stigmas surrounding individuals with disabilities (students, faculty & staff). The exhibit was also used as an event to promote diversity and disability awareness. |

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

**Table 8**

**Planned Outreach for Veterans and Individuals with Disabilities, 2017-2018**

| Program / Effort  | Goals/Expected Impact   |
|---|---|
| March in the Memorial Day Parade in Washington D.C. in 2018 | Plan fundraising events and seek funding to cover the expenses involved in travel and lodging for a trip to the nation’s capital to march in the Memorial Day Parade. This goal was achieved in 2015. |
|   |   |

The goals are designed to strengthen the sense of community for our Veterans as well as to encourage retention. As stated above, participation in the Memorial Day Parade in 2015 was a goal achieved and created a sense of camaraderie among the Veterans from the three (3) CUNY schools who marched in the parade.

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

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

## H. INTERNAL DISSEMINATION OF POLICY

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

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

## I. RESPONSIBILITY FOR IMPLEMENTATION

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

### 1. The President

The President is responsible for the implementation of the program and appoints the 504/ADA Coordinator to oversee College compliance activities. He/she provides senior management support and resources to manage the implementation of this program. Any issues uncovered in self-audits or reviews are ultimately reported to the President who oversees implementation of appropriate responses.

### 2. 504/ADA Coordinator

The President assigned the duties of the 504/ADA Coordinator to Alicia Franqui. The 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.

### 3. 504/ADA Committee

The 504/ADA Committee advises the Coordinator. It is comprised of representatives from various divisions,

departments, and programs, including Individuals with Disabilities. Members are:

Alicia Franqui – 504/ADA Coordinator  
Donald Auriemma – Associate Professor, Occupational Therapy  
Ching See Chan - Director, Environmental Health & Safety  
Brigitte Major – Benefits Specialist, Human Resources  
Gail Marshall – Associate Director, Diversity & Compliance  
Rufus Massiah – Campus Security Director  
James Minto – Executive Director, Facilities Planning & Operations  
Scott Sheidlower – Associate Professor, Librarian

#### 4. **College Officials**

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.

#### 5. **University Management**

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

[http://www2.cuny.edu/about/administration/offices/hr/diversity-and-recruitment/#cuny\\_workforcedeomographics](http://www2.cuny.edu/about/administration/offices/hr/diversity-and-recruitment/#cuny_workforcedeomographics)

### **J. TRAINING**

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

### **K. AUDIT AND REPORTING SYSTEM**

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

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

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



## **L. BENCHMARK COMPARISONS**

The federal guideline for utilization of Individuals with Disabilities is 7%. **Appendix H** details the utilization of Individuals with Disabilities by Job Group.

As of March 2017, the federal benchmark Hiring Rate for Veterans is 6.7%. **Appendix I** provides a calculation of hiring rates.

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