

# 2023 – 2024 AFFIRMATIVE ACTION PLANS

## YORK COLLEGE

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

Contact:

Arlene Peterson, Interim Diversity Officer/  
504/ADA Coordinator/ Title IX Coordinator  
718-262-2137

Please contact Yoelda Ira, Affirmative Action Specialist at [yira@york.cuny.edu](mailto:yira@york.cuny.edu) or at 718-262-2141 if you need assistance with reading this document due to a disability.

This plan is available for review at: the Academic Core Bldg., room 2H04, 94-20 Guy R Brewer Blvd Jamaica NY 11451 from 9am to 5pm.



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## **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 requirements for federal contractors. 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, and 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, 2023. The previous reporting year was June 1, 2022 – May 31, 2023. The program year for this plan is September 1, 2023 – August 31, 2024.

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

### **Overview of the College**

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 will 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 Programs. 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. The College's 50-acre campus encompasses seven buildings, including science and computer labs, music and television studios, a Performing Arts Center, and a Health and Physical Education Center. The College 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.

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.

York College's hallmark academic programs in liberal arts and sciences will be recognized as centers of excellence within CUNY, attracting and graduating some of the best and most highly motivated students from New York City and the greater New York area. We will be the first choice for prospective CUNY students interested in the health professions, allied health sciences, and business, including aviation management. York College will also establish itself as a model for enabling first-generation college students to earn an undergraduate degree and will fulfill students' individual academic goals while preparing them for graduate education and the competitive marketplace. Students are at the center of their own learning at York College.

We offer multiple opportunities for student engagement, inquiry and research-based scholarship, and experiential learning. York maintains a vibrant campus where students actively participate in extra-curricular programs and collaborate with faculty and academic peers whose backgrounds are distinctly different from their own.

The College has a dynamic student life with athletic and visual/performing arts programs, special interest clubs, and social organizations where students develop enduring relationships and refine interpersonal skills.

The College will enable faculty and students to pursue their highest goals and foster their development as individuals and professionals. York College will be an attractive place to work, which will draw highly qualified candidates for its academic, executive, professional, and administrative positions. The multicultural nature of our sustainable academic and social environments enriches the collegiate experience for all students, faculty, and staff.

York College will be a magnetizing institution within the Queens community where students and graduates are mobilized as advocates/participants in continuous civic engagement. Our strong alumni network supports our programs, serves as ambassadors, and donates time, talent, and capital to advance our mission. Our Continuing and Professional Education function attracts students, graduates, individuals, and professionals in pursuit of continued personal and professional development. Our business outreach activities engage the business community to strengthen our town-gown relationships.

**Appendix A** displays an organization chart.

## **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. CUNY's Chancellor designated Italian Americans as a protected group in 1976 and we produce a separate plan for Italian Americans.

The President issues a reaffirmation of the college's commitment to our policies annually (Appendix B).

CUNY posts its policies on non-discrimination, sexual misconduct, and affirmative action on its website. Appendix C provides the text of the major policies.

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

## **Responsibilities**

The entire community participates in promoting diversity and inclusion. Additionally, 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 they have authority, staffing, and other resources to fulfill their assigned responsibilities. The President communicates commitment to equal employment opportunity, including an annual reaffirmation, and issues required reports, including this affirmative action plan. Appendix B contains the annual reaffirmation letter issued by the President.

### **Chief Diversity Officer**

The President has designated Arlene Peterson as 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, Arlene Peterson, completed the OFCCP's on-line certification of compliance with affirmative action program requirements prior to June 30, 2023.

### **College 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.

The group met during the Fall 2022 semester to discuss the college's most pressing DEI issues as identified by faculty and staff and prioritize which we examine first. Committee members in this past year were the following:

- 1) Arlene Peterson, Interim Chief Diversity Officer/ Title IX & 504/ADA Coordinator
- 2) Charlene Dertinger, Director of Child and Family Center, Center
- 3) Charmaine Townsell, Director of Student Disability Services
- 4) Dana Trimboli, Chief of Staff
- 5) Deborah Majerovitz, Professor of Psychology & HRPP Coordinator
- 6) Ebonie Jackson, Director of the Women's Center
- 7) George White, Dean of Arts and Social Sciences
- 8) Heather Robinson, Professor of English
- 9) Jeannette Allen McCombs, Assistant Professor in the Department of Social Work

**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.

## PART TWO: DATA AND ANALYSIS

### Collecting Employee Data

In early July 2023, we extracted data on full-time employees active as of June 1, 2023, from CUNY's system of record, CUNYfirst. We include personnel on most paid leaves, including medical leave and fellowship/sabbatical leave. We do not include personnel on terminal leaves such as retirement leave, student workers (including Graduate Assistants) or people 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 most recent canvas of employees for self-ID took place in September 2023. We also invite job applicants to self-identify on the job application portal.

Of 557 full-time employees, 2 employees did not identify a gender and no employees chose not to identify 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 543 employees who did not identify a veteran status and 540 did not identify a disability status.

### 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).

We record a person identifying as both Hispanic/Latino and some another group as Hispanic/Latino, and not as Two or More Races. American Indian/Alaska Native and Two or More Races are included under Total Minorities but not separately reported.

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.

CUNY provides for six categories of gender identification, but we must use federally mandated categories for purposes of this plan ("male" and "female"). Currently, only persons specifically identifying as "female" are included in the federally protected gender category.

The federal government is in the process of preparing new standards for self-identification expected to impact future Affirmative Action plans.

### Analyzing Data

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

- Workforce Analysis (Evaluating employment within organizational units/departments)



- Job Group Analysis (Analysis of job groups and academic disciplines)
- Utilization Analysis (Comparisons with labor market availability measures)
- Transaction Analysis (Reviews of Personnel Actions, Recruitment and Hiring, and Compensation).

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

## **Workforce Analysis**

Workforce Analysis is a review of employees’ organizational placement (i.e., by their assigned division and department). We review the data organized by job title in order of rank or salary grade.

Due to length, Workforce Analysis charts are not included here. The next two charts summarize the composition of the workforce by job group and by tenure status (for faculty). In reviewing the demographic composition of the college, there were 1,377 total employees, 73.1% (n=1007) of all staff and faculty identify as minorities and 55.9% (n=770) of employees identify as women, which was similar to last year’s workforce composition. We also found it interesting that the total number of female and male minorities was close in number. Therefore, the college overall attracts a workforce that is representative of its students. College management is working to reorganize to save resources and manage work across all divisions of the college more efficiently.

*Table 1: Workforce by Job Group*

*Table 2: Tenure Status*

## Job Group Analysis

Job Group Analysis is a review by job function, evaluating employee data according to groups of jobs with similar duties and qualifications. A major input is the federal Standard Occupational Classification (SOC) coding system. Job Groups are organized into categories based on the federal EEO-1 coding system.

CUNY also reviews faculty by academic discipline. 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 one of two categories: Scientific/Engineering/Technical or a General (non-scientific) category.

The Utilization Analysis (see next section) provides detail on job groups and academic disciplines.

## Utilization Analysis

We compare CUNY's workforce with an estimate of the general labor market by job group. We evaluate utilization for females, major federal ethnicity categories (Asian, Black/African American, and Hispanic/Latino and Total Minorities (adding American Indian/Alaska Native and Two or More Races)).

### Labor Market Source Data

Labor Market Availability is an estimate used to benchmark staffing of persons in protected groups by job group. It represents the proportion of each group available for employment in the labor market for jobs CUNY fills. This information is based upon an external labor market in a reasonable geographic area, and an internal labor market of personnel at CUNY eligible to be advanced into certain jobs.

- For external candidates except some faculty, we utilized the US Census American Community Survey (ACS), 5-year estimate, 2017-2021 (final), extracted from University of Minnesota's Integrated Public User Microdata Sample (IPUMS). Data is extracted based on a combination of geography, labor force participation, occupation, and educational attainment, depending on job group.
- For internal candidates, we utilized lists of CUNY-wide appointments over the 2017-2022 time period and consulted with CUNY's Director of Civil Service Operations. Internal demographics are based on the last plan census date (June 1, 2022).
- 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, 2020-2021 (final). We use the Classification of Instructional Programs (CIP) to identify disciplines.

It is not possible to determine a highly exact estimate of the labor market for a given job group. For one thing, all calculations are based on historical data. It is important to consider both the calculations and the resulting findings to be general indicators.

We calculate underutilization for 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 in any job group.

We report underutilization where the percent of personnel 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. The following illustration may help explain this calculation:

*Illustration: Utilization and Underutilization*

If a job group has 10 personnel and 50% of the available Labor Market is female, we expect 50% of personnel in that job group to be female.



In our example, there are 3 females in the job group (less than 4). Therefore, females are underutilized as compared with the Labor Market.



Underutilization is based on females represented at 80% of the job group or more; in this case, four or more.



**Appendix D** details utilization/underutilization in each category (job group and/or academic discipline). Where there is underutilization, we prioritize that job group for setting placement goals and conducting outreach when there are hiring or advancement 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 of most changes, particularly in the smaller job groups.

The following pages summarize staffing and underutilization for each job group.

*Table 3: Summary of Underutilization and Goals*

## Utilization, Underutilization, and Placement Goals

The following is a breakdown of the historical progress of underutilization changes from 2022 to 2023. It lists which Affirmative Action Units and/or Job Groups decreased, increased, or remained the same in underutilization of total minorities, women, and other protected groups. Overall, we were happy to see that underutilization was reduced or eliminated in many Affirmative Action Units and job groups. The AAU units in which we see an increase in underutilization below, is due to the timing of this report as compared to when we completed the hiring for positions that fall under those AAUs or job groups.

### Underutilization Decreased or Eliminated

1. Accountant: Professional - Underutilization was eliminated in the Black/African Am.
2. Info Tech: Professional Nonfaculty - Decreased in underutilization from six to five in the Female group
3. Craft Workers: Laborers and Helpers - Decreased in underutilization from three to two in the Hispanic/Latino group
4. Custodial: Assistant Service Workers - Underutilization was eliminated in the Hispanic/Latino group
5. Parks, Recreation, Leisure and Fitness Studies - Underutilization was eliminated in the Hispanic/Latino group
6. Campus Public Safety Sergeant - Underutilization was eliminated in the Female group
7. Faculty Professoriate: Psychology - Decreased in underutilization from four to three in the Female group
8. Faculty Professoriate: Social Work - Underutilization was eliminated in the Asian/Nat Haw. /OPI group
9. Admin 4: College Lab Tech Other - Underutilization was eliminated in the Asian/Nat Haw. /OPI group

### Underutilization Increased

1. Info Tech: Professional Nonfaculty - Developed an underutilization of one in the Black/African American group
2. Craft Workers: Skilled Trades Not Supervisory - Underutilization was increased by two in the Hispanic/Latino Group
3. Campus Public Safety Sergeant: Service Workers – Developed an underutilization of one in the Black/African American group
4. Campus Peace Officer: Service Workers - Developed an underutilization of one in the Hispanic/Latino group and underutilization was increased by one in the Female group
5. Admin 4: College Lab Technician: Science, Tech, Eng. - Underutilization was increased by two in the Female Group
6. Office Assistant: Administrative Support Workers - Underutilization Increased from two to six in the Hispanic/ Latino group
7. Admin 4: College Lab Tech Other - Developed an underutilization of four in the Female group
8. Faculty Professoriate Biological and Biomedical Sciences - Developed an underutilization of one in the Black/African American group
9. Faculty Professoriate: Foreign Languages, Literatures, and Linguistics- Developed an underutilization of one in the Black/African American group
10. Faculty Professoriate: Health Professions and Related Programs- Developed an underutilization of one in the Hispanic/Latino Group

11. Faculty Professoriate: Psychology - Developed an underutilization of one in the Hispanic/Latino group

12. Faculty Professoriate: Social Work – Developed an underutilization of one in Hispanic/Latino group and one in Minority group

### **No Change**

1. Admin 1: Executive/Administrative/Managerial – Remained the same with underutilization of two in the Asian/Nat Haw. /OPI group

2. Admin 2: Managerial – Remained the same with no underutilization

3. Admin 3: Professional – Remained the same with no underutilization

4. Administrative Assistant: Senior Level – Remained the same with underutilization of one in the Asian/Nat Haw. /OPI group and two in the Hispanic/Latino group

5. Campus Security Assistant- Remained the same with underutilization of one in the Hispanic/Latino group

6. Library (Librarians/Non-Teaching)- Remained the same with underutilization of four in Female group

7. Faculty Professoriate: Physical Sciences – Remained the same with underutilization of two in the Female group and one in the Hispanic/Latino group

8. Faculty Professoriate: Visual and Performing Arts - Remained the same with underutilization of one in female group

## **Transaction-Based 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 groups with a material number of actions and/or applicants.

**Appendix E** summarizes job actions, including tenure, by Gender and Ethnicity.

Given system limitations, we produce an estimate of net changes by job group. We compare employee title changes between two reference dates (June 1, 2022 and June 1, 2023). 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. Employees who change job groups and/or transfer between CUNY units are reported as separated from the first job and appointed to the second job. Federal guidelines state adverse selection may occur when any one group (protected or not) has a rate of hire, advancement or separation less than 80% of the rate of the most-selected group.

The following is a summary of appointment data and tenure actions that occurred throughout the reporting period.

**Transfers – we had approximately 4 transfers, who were all minorities, during the reporting period.**

Promotions and Upgrades

During the AAP period, there were **12 advancements** across EEO categories including 10 minorities and 7 women across groups. This year, there were no advancements in the Administrative Support Workers, Technicians, Craft workers, and service workers.

Here is the breakdown of advancements by EEO category:

- There were 4 who moved to a higher group in the Executive/ Administrative/Managerial group including 2 women and 4 minorities
- There were 4 who moved to a higher group in the Professional Faculty group including 3 women and 2 minorities
- There was a total of 4 who advanced in the Professional Non-Faculty group including 2 women and 4 minorities

There were 72 Separations in total during the report period, out of that total, 6 of them left for another CUNY College, 55 were minorities and 36 were women. The separations broke down into the following EEO Categories:

- Executive/ Administrative/Managerial - 8 in total; 4 were female and 7 were minorities
- Professional Faculty - 19 in total; 12 were female and 12 were minorities
- Professional/Non-Faculty - 13 in total; 9 were female and 8 were minorities
- Administrative Support Workers – 11 in total; 8 were female and 10 were minorities
- Technicians – 3 in total; 2 were female and 2 were minorities
- Craft Workers – 5 in total; 3 were minorities
- Service workers – 13 in total; 1 female and 13 were minorities

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.

*Table 4: Tenure Summary*

<b>Faculty Group</b>	<b>Total Tenure Awards</b>	<b>Tenure Awards to Females</b>	<b>Tenure Awards to Protected Ethnicities</b>	<b>Tenure Awards Denied</b>
Professors	4	2	2	0
Associate Professors	1	0	1	0
Assistant Professors	4	3	2	0
Lecturers	0	0	0	0

Additionally, York College Faculty were either appointed or continued in the rank of Distinguished Professor, an award of merit recognizing extraordinary academic achievement. Two (2) Distinguished Professors are

female and two (2) Distinguished Professors are members of protected ethnicities.

### **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 on our Careers page, <https://cuny.jobs> and open Civil Service examinations on the CUNY Civil Service web page, <https://www.cuny.edu/about/administration/offices/hr/classified-civil-service/notice-of-exams-noe/>.

We invite candidates to voluntarily self-identify gender, race/ethnicity, disability status, and veteran status.

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 F** summarizes recruiting and selection by job group for searches concluded with a job offer between June 1, 2022, and May 31, 2023.

As per federal 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, 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 by June 1. This explains the differences between the total hires in personal activity reports and completed searches in recruitment reports.

### **Recruiting Data**

This year we had 62 successfully completed job searches, attracted 2,353 qualified applicants and conducted 109 interviews. Out of those interviews held, there were a total of 65 offers and 65 hires across EEO Categories; more specifically we hired in the Administration 2 (Managers – HEOs & HEAs) and Administration 3 (Professional – HEa & aHEOs) EEO Categories.

The 62 searches yielded diverse applicant pools, comprising of 74% minorities and 53% women. Out of the interviews, we invited 56% women and 78% minorities for interviews, mostly via Zoom and some in-person. In conclusion we hired 65 candidates, 55 of which were minorities and 41 were women.

Over the course of the year, the college made 3 exceptions to the search process, known as a search waiver. The waiver process involves a review by the Chief Diversity Officer and a second review at CUNY’s System Office. A waiver may be granted in situations where it is highly unlikely, we could fill the position competitively (such as unique qualification requirements). We also grant waivers for positions representing a transfer of funding sources.

Of **3 total waivers**, 1 was awarded to a female employee and **3** were awarded to members of protected ethnicities. One **(1)** waiver represented initial hires. **Two (2)** waivers represented advancements of current personnel. No waivers represented transfers of funding and other reasons.

Table 5: Search Waivers/Exceptions

Employee Group	Total Waivers	Waivers to Females	Waivers to Protected Ethnicities
Executives (Admin 1 Job Group)	2	1	2
Higher Education Officer Series (Admin 2 and Admin 3 Job Groups)			1
Faculty (Professorial and Lecturer Group Groups)	1		1
Other (Describe)			

**Civil Service Hiring**

We participated in some university-wide hiring pools for Classified Civil Service vacancies, but the Office of Human Resources had difficulty obtaining demographic information of applicants and interviewees from onsite recruiters and the Central Office. 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 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 scores. We do not have any information for the demographics or total applicants in the civil service pools held.

**Compensation**

We develop pay schedules according to bargaining unit contracts, Civil Service regulations, New York City Section 220 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 September 30<sup>th</sup>, 2023.



## 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.

### 2022-2023 Prior Year Programs

Last year, we undertook the following to support affirmative action and create a climate of inclusion:

*Table 6: Summary of Campus Programs, 2022-2023*

Program	Impact/Job Group
<p>On September 13, 2022, a discussion entitled Girl Talk: Managing A Successful Transition to College was held on campus.</p>	<p>This was a roundtable discussion on how to successfully transition to college. Students received tips and shortcuts from current students to ease their way into college and be successful. Students also received online support to help manage the stress of starting their first semester.</p>
<p>On September 13, 2022, Occupational Therapy Information Sessions were held. The sessions introduced all interested students to the program while giving students the opportunity to speak directly with faculty members to learn more about the Occupational Therapy Program and its career.</p>	<p>During this event, students were able to get more insights and broaden their understanding on different career options.</p>
<p>On September 15, 2022, the Cardinal Club and Resource Fair was held. Many clubs were on display for students to learn about including the different resources available on campus.</p>	<p>This was a resource fair that gave support to students while providing guidance and empowerment for continuous success.</p>
<p>On September 23, 2022, Hispanic Heritage Month Celebration was held; it was an event to celebrate the culture and accomplishments of LatinX people.</p>	<p>This event helped students, staff, and faculty to broaden their understanding of cultural diversity within the Hispanic culture.</p>
<p>On October 4, 2022, a workshop entitled Building Safer Relationships and Community was held; it addressed sexual assault and domestic violence.</p>	<p>This workshop heightened awareness against domestic violence through forms of hands-on education.</p>
<p>On October 4-25<sup>th</sup>, “Safer Relationships and Community” was held; it was a four-part workshop series that addressed sexual assault, domestic violence, and responding with care.</p>	<p>The workshops gave participants an opportunity to engage in their relationships with intentionality, to discuss affirmative consent, and unpack cultural norms/stereotypes. Participants also</p>

Program	Impact/Job Group
	discussed different forms of oppression that contribute to violence while exploring strategies for preventing violence in the communities.
On October 12, 2022, a Health Fair was held on campus, which was an educational and interactive event designed to provide valuable information relating to health, nutrition, insurance, childcare, mental health counseling, eye donation, physical conditioning, women and men's health issues, personal health experiences and much more.	This program allowed students to broaden their understanding of the different health resources available. The event promoted self-care while enhancing networking and communication skills.
On October 18, 2022, Paint with a Twist. For returning military with mental health conditions, art therapy provides emotional relief by encouraging the expression of feelings and concerns	This was an event to demonstrate how Art making can help relieve depression and anxiety as well as to improve reality orientation.
On October 27, 2022, a Career Workshop was held by The Center for Students with Disabilities, which conducted a series on how to build resumes, ace an interview, and available jobs on campus.	This event helped to equip students with skills that aid in success and growth in emotional intelligence of all involved.
On November 2, 2022, One York Brotherhood: The EQ Advantage was held. One York Brotherhood is a community and safe space for students to discuss academic, socio-emotional and cultural topics that are relevant to their educational growth and personal development. All were welcome and men of color were highly encouraged to attend.	This session covered the five components of emotional intelligence and discussed how they can be applied towards academic, personal, and career goals. Emotional intelligence (EQ) is the ability to effectively manage emotions in positive ways to empathize with others, make responsible decisions, maintain healthy relationships and ultimately, be successful.
On November 18, 2022, Transgender Day of Remembrance 2022 was held. It is an annual observance on November 20 that honored the memory of the transgender people whose lives were lost in acts of anti-transgender violence.	This event helped bring awareness to the violence in the LGBTQI+ community.
On February 2, 2023, the Women Center held an Open House	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, promoting inclusivity.
On February 3, 2023, Wear Red for Women Day	This event was to help raise awareness of women's No. 1 killer cardiovascular disease, too many women, particularly our

Program	Impact/Job Group
	youngest most diverse women, remain unaware
On February 16, 2023, LGBTQIA+ SafeZone Training took place; it is a Program that was geared towards providing support to members of the LGBTQIA+ community	This training taught participants how to become an ally of the community, eliminate myths, misconceptions, and stereotypes about the LGBTQIA+ community and honor the diversity of all students.
On March 8, 2023, International Women's Day, was an event to focus on gender equity and to help others understand the difference between equity and equality.	The goal of this celebration was to highlight women's achievements; as a result, the event raised awareness of actions to take against bias and in favor of equality.
On March 21, 2023, a Defending Human Rights: Empowerment Workshop was held. This event was an opportunity for students to learn more about Human Rights Law, Anti-Black Racism, and other forms of discrimination based on race and color.	This was an information session that promoted cultural understanding of the adversities that people of color face.
Building an Inclusive Culture: Understanding Unconscious Bias	This training examined the importance of understanding the unconscious or hidden biases that inform behaviors and decisions at work. Participants learned the difference between conscious (explicit) and unconscious/hidden (implicit) bias, understand the various levels of bias, and how we interpret and make decisions using our individual lenses, layers and legacies.
Improving Your Effectiveness in a Multicultural Workplace	Through an interactive mix of theory, sharing, individual reflection and action planning, participants understood their own cultural perspectives and how to value the perspectives of others, and identified areas in which they as individuals or their team/ unit can improve their effectiveness in working in intercultural settings.

## 2023-2024 Planned Programs

In this section, we affirm placement goals and key initiatives. The Office of Compliance & Diversity has applied for the CUNY Antibias \$24K grant on behalf of the Division of Academic Affairs and Division of Student Affairs, and we hope to secure this funding to carryout all of the planned programs around themes of diversity, equity, and inclusion, teambuilding, and trust-building for students, faculty, and staff at York College.

Table 7: 2023-2024 Planned Programs

Program	Expected Impact/Job Group
Disability Etiquette for a Better Campus Culture	Cultivate a culture of understanding, inclusion, and support for individuals with disabilities
Jewish Ally Zone workshop	Increase awareness of Jewish culture and religion and prevent antisemitism
Faculty Workshop on Reasonable Accommodations and Academic Adjustments	This workshop will help faculty understand laws, policies, and procedures around granting reasonable accommodations to decrease misunderstandings between students and faculty.
Deliberative Dialogue training through AASCU'S "The American Democracy Project" – faculty and students will develop civic skills of active listening, critical thinking, and dialogue, particularly with those who hold opposing views and perspectives.	We expect that students will be equipped with the knowledge and skills to flourish professionally and in the public areas of their lives, preparing the next generation of informed, engaged citizens for our democracy.
AARI Film Series Asian American / Asian Research Institute	We expect to amplify the stories of Asian Americans that will educate the college community and promoted a racially just and equitable environment.
From Microaggressions to Microaffirmations (DCAS) - This training will examine the importance of understanding the unconscious or hidden biases that inform our behaviors and decisions at work. Participants will learn the difference between conscious (explicit) and unconscious/hidden (implicit) bias, etc.	We seek to cultivate a safe work environment for all ethnicities and genders by learning best practices, state and federal standards.
Improving Your Effectiveness in a Multicultural Workplace (DCAS)	We expect to protect and educate employees about creating a climate of diversity and equity while also preventing harassment.
Managing Emotions Under Pressure (Pryor Learning)- Employees will learn proven techniques promise to increase self-awareness and provide tools to handle emotions positively.	The expectation is that employees will gain the ability to control how emotions manifest instead of allowing the emotions to take center stage and dictate behavior.
Day excursion to Museum of Jewish Heritage	We expect that learning Jewish history via the museum tour will bring our college community together with a shared experiential learning experience.
LGBTQIA+ Walking Tour	Learning history of the leaders and activities of the LGBTQIA community.

Program	Expected Impact/Job Group
Stop The Hate and Violence Film Festival	We expect to promote a safe, inclusive environment for LGBTQIA and other groups to learn from historical events and strategies for inclusion through the film series.

## 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 has a mandatory 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 non-participants.

## 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 for underlying trends
- Reviewing personnel practices and the affirmative action programs with management
- Advising management of program effectiveness and providing recommendations for improvement.
- Working with Human Resources staff to assure employment records are complete, accurate, and current
- Completing the annual Affirmative Action certification in the US Department of Labor Contractor Portal.

Chief Diversity Officers have responsibility for communicating elements of the Plan and reviewing progress.

CUNY recently implemented an on-line discrimination complaint tracking and reporting system.

CUNY regularly reports results externally and/or responds to audit requests from:

- New York State Department of Labor
- New York City Department of Education
- New York City Equal Employment Practices Commission.

CUNY also answers to the CUNY Board of Trustees, particularly its Subcommittee on Diversity, Inclusion and MWBE.

## **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**

CUNY's Equal Opportunity and Non-Discrimination Policy is provided in **Appendix C**.

### **Review of Personnel Practices**

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. The College last conducted a canvas for self-identification in September 2023.

### **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. As a routine practice, the Chief Diversity Officer reviews position requirements before listing a job vacancy. They 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. CUNY 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  
Phone: 718-262-2719  
Email: [vrodriguez10@york.cuny.edu](mailto:vrodriguez10@york.cuny.edu)

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 York's [Employment \(cuny.edu\)](https://www.cuny.edu/employment/). There is also a link at the bottom of each job posting on <https://cuny.jobs> directing 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 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.

Recognizing requests may be resolved through dialogue, this year we documented 9 employee accommodation requests, successfully concluded 5 times and appealed 0 times. At this time there are no outstanding appeals. There were no job applicant accommodation requests to be provided this year.

We endeavored to make other improvements in technology on campus and acquired equipment and upgraded facilities educational facilities. Some projects are still in progress for this academic year. We also upgraded campus facilities to improve access in the following areas:

### Facilities Improvements

1. Academic Core Building Entrance Door Restoration - \$1.100 Million/ 90% Completion
2. Academic Core Roof Replacement - \$19.485 Million/ 25% Completion
3. Emergency Hot and Chilled Water Piping Replacement at HPEC & AC Core - \$2.800 Million/ 99% Completion
4. Emergency HVAC Work - \$1.650 Million/ 99% Completion
5. Fuel Oil Tank - \$1.900 Million/ 90% Completion
6. Groundwater Sump Pumps - \$750 Thousand/ 100% Completion
7. PAC- Interior Upgrades - \$20.871 Million/ Construction just started
8. Track & Field Upgrade - \$8.137 Million/ Construction just started

9. Jamaica 159th Street Under Pass - \$2.000 Million/ About to go to bid
10. AC Core Domestic Cold-Water Piping Replacement and System Upgrade - \$4.240 Million/ Bid Documents production
11. Academic Core Bathroom Upgrade - \$18.200 Million/ About to go to bid
12. HPE Bathroom Upgrade - \$7.631 Million/ About to go to bid
13. LED Lighting - \$5.564 Million/ Construction just began
14. Science Building Emergency Cooling and RTU Replacement - \$9.000 Million/ Temporary units in place main project in design

## **Technology improvements**

### Service Delivery

- Reorganized the Service Delivery Department, which resulted in improved technology support for Campus Events, Equipment Rooms, and Classrooms Support
- Improved Classroom Technology support (reduced waiting time for Smart Support) by double Staffing available to answer phone calls from Smart Classrooms
- Equipment Room, Computer Lab Operation, and TV Studio Operation are now part of the Division of Information Technology Services.
- Implemented Qless – a queue management system and appointment scheduling tool that helps Student and Academic Services to manage customer flow through an easy-to-use digital solution and eliminate waiting time
- Smart Classrooms – 8 New Classrooms were retrofitted with Hyflex Education Technology.
- Data Center and Networking - Successful Faculty and Staff Email Migration – 12 YConnect tickets with issues were reported.
- Leveraged CIS Data Storage Infrastructure as Back-Up location for York College Data Center. This represents a \$32K saving in OPTS budget spent on Annual Off-Site Back Up)
- Business Intelligence - Developed Data Visualization BI for Admission, Enrollment Management, and Advancement, and President’s Cabinet to support decision-making and resource reallocation for improving enrollment strategies and targets
- Cyber Security - Improved York Cyber Security posture by instituting weekly Cyber Security Mitigation Meetings where risks are assessed, and mitigation is applied.
- Implemented Regroup Mass Communication for various purposes, such as emergency notifications, weather-related closures or delays, event reminders, and other important announcements.
- Implemented York College Digital ID – the Digital ID allows students, Faculty, and Staff to access their Digital Id from their Mobile Phones via the Cardinal App without having to reach out or wait in line to obtain an Id from Public Safety.

## **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.

## **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

Table 8: Summary of Prior Year Outreach

Program / Effort	Impact/Discussion
DirectEmployers - 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.
HERC (Higher Education Recruiting Consortium)	Overall, we attracted more Veteran candidates and applicants with disabilities.
Our CDO engaged in LinkedIn outreach by listing our job postings in interest-specific groups & AA Specialist increased outreach to local NYC organizations.	Increased collaboration with departments on Academic organizations & Associations, of which they have membership.
We utilized the National Association of Collegiate Employers (NACE) which allowed us to attract more candidates who are recent college graduates.	Overall, we attracted more Veteran candidates and applicants with disabilities. This also allowed us to increase generational diversity and opportunities for women and minorities.

Our recruitment outreach efforts have been more diversified as we endeavored to gain more feedback last year from faculty on which organizations and job boards to use when recruiting. Many of the organizations were national. As a result, we increased the number of applicants per search and our overall demographic diversity, which were two of our goals. Therefore, the outreach efforts seem to be effective, and we will continue using it this AY 2023 to 2024 year.

Table 9: Planned Outreach, 2023-2024

Program / Effort	Goals/Expected Impact
Outreach to national organization (Asian American Professional Association, National Organization of Italian American Women)	To increase collaboration with local organization leaders and attract applicants of diverse backgrounds to reduce or eliminate underutilization
We will increase outreach significantly with local Associations and organizations that serve Veterans, and Individuals with Disabilities, such as the Veterans Support Organization and American Association of People with Disabilities	Increase recruitment of veterans and individuals with disabilities.
We will continue to field the Academic Chairs	We expect to attract top faculty talent

Program / Effort	Goals/Expected Impact
for their recommendations of professional organizations/ associations of their disciplines.	who are also diverse and have a greater understanding of our student population.

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
- 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 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 (addressing protection from harassment on the basis of disability)
- Featured persons who are individuals with disabilities in handbooks or similar publications
- Other: Policies are posted in high-traffic areas of the campus, namely near the Office of Human Resources, Registrar’s Office, Office of Students with Disabilities, Office of Student Life, in the Bookstore Breezeway and Cluster Breezeway, Office of Student Life bulletin board outside Room C123, Library Breezeway bulletin boards

### 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

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 reports issues uncovered in the review process 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. Members are:

- Arlene Peterson, Interim 504/ ADA Coordinator
- Charmaine Townsell, Director of Student Disability Services
- James Assmann, Director of Campus Public Safety
- James Salnave, Chief Student Affairs Officer/ Assistant Dean of Student Development
- Michael Candio, Director of Facilities Projects and Operations
- Noel Gamboa, Director of Space Planning
- Virginia Rodriguez, HR Manager

### **Other Officials**

Other college officials support the implementation of affirmative action specific to individuals with disabilities and veterans. We have a 504/ADA Committee whose responsibilities are outlined in this document.

### **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 personnel responsible for recruitment, selection, promotion, disciplinary actions, and similar personnel activities. This year we conducted a series of training sessions including Person of Interest (POI) training. Additionally, the following training courses and workshops were provided to employees throughout the academic year:

1. SPARC (Sexual and Interpersonal Violence Prevention and Response Course), an online training that is offered during employee orientation and is available throughout the academic year; Executives also completed this course.
2. Title IX Training to the following: YC summer research program - 7/12/2022, Cohort 12 Nursing Students - 8/26/2022, M.S.W. Program - 11/4/2022, and Athletics Department Monthly Meeting - 9/21/2022

### 3. DCAS Trainings:

#### · Building an Inclusive Culture: Understanding Unconscious Bias

- This training examined the importance of understanding the unconscious or hidden biases that inform behaviors and decisions at work. Participants learned the difference between conscious (explicit) and unconscious/hidden (implicit) bias, understand the various levels of bias, and how we interpret and make decisions using our individual lenses, layers and legacies.

#### · From Microaggressions to Microaffirmations

- This workshop focused on creating awareness of the negative impact that subtle or unintentional comments or actions towards members of marginalized groups can have on these individuals and others and the workplace. This was part of a comprehensive approach to behavior-based Diversity, Equity & Inclusion (DE&I) training, this course featured examples of case scenarios, behaviors and interactive assessments that promotes a more inclusive, respectful, and engaging workplace.

#### · Improving Your Effectiveness in a Multicultural Workplace

- Through an interactive mix of theory, sharing, individual reflection and action planning participants understood their own cultural perspectives and how to value the perspectives of others, and identified areas in which they as individuals or their team/ unit can improve their effectiveness in working in intercultural settings.

#### · Disability Etiquette: Inclusive Workplace Strategies for People with Disabilities

- This training reviewed strategies and best practices for creating an inclusive environment for people with disabilities. Participants were educated on myths or misconceptions about the community of people with disabilities and developed competencies in interacting with persons with various types of disabilities.

#### · Stop the Hate: Safer Space Training

- This two-hour training provided an understanding of LGBTQ history, the importance of a Safe Space, LGBTQ identities and terminology, and how to create Safe Space for inclusion for LGBTQ people.

#### · Stop the Hate Crime Prevention Workshop

- This was a two-hour training that provided an understanding of bias incidents and hate crimes, a review of hate crime laws and first amendment speech protections, and the impact of hate on victims. The goal of this online training was to equip individuals with the information needed to be better advocate for preventing the escalation of hate crimes and promoting social change.

## **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. The CDO also conducted internal audits of academic handbooks for compliance with equal opportunity, Title IX, and nondiscrimination policies and procedures. Additionally, Ms. Peterson conducted an internal 504/ ADA audit ad prescribed by the OFCCP.

## Benchmark Comparisons

### Staffing

**Appendix G** 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.

CUNY reports veteran representation annually through the federal VETS-4212 report.

### Hiring Rates

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

In March 2023, the federal government set the benchmark Hiring Rate for veterans at 5.4%, representing the prevalence of veterans in the United States workforce.

There is no federal hiring rate benchmark for individuals with disabilities. While we did not quite meet the goals for the IWD and Veterans hiring benchmarks this reporting year, the CDO plans to introduce 55a program to Cabinet Leadership to introduce faster ways to hire, as well as recruit and employ highly skilled individuals with disabilities while increasing representation.

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

*Table 10: Veterans' Hiring Rate Benchmark*

The benchmark, established annually by the US Department of Labor, is 5.4% as of March 2023.

<b>Factor</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>2020-2021</b>
A. Number of applicants who self-identified as Veterans before an offer of employment is made	28	17	15
B. Total number of job openings	62	11	16
C. Total number of jobs filled	65	4	16
D. Total number of applicants for all jobs	2353	441	850
E. Number of veteran applicants hired	1	0	0
F. Total number of applicants hired	65	4	16
<b>Hiring Rate (E divided by F)</b>	1.5%	0%	0%
<b>Federal Benchmark</b>	5.4%	5.5%	5.6%
<b>Benchmark Met (Yes/No)</b>	No	No	No

As comparison, as per the May 2023 Employment Situation Report from the Bureau of Labor Statistics, the unemployment rate for Veterans was 2.5% and the rate for Non-Veterans was 3.4%.

<https://www.bls.gov/news.release/pdf/empsit.pdf>

*Table 11: Hiring Rate for Individuals with Disabilities*

There is no recommended hiring benchmark for Individuals with Disabilities.

<b>Factor</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>2020-2021</b>
A. Number of applicants who self-identify as Individuals with Disabilities before an offer of employment is made	189	27	52
B. Total number of job openings	62	11	16
C. Total number of jobs filled	65	4	16
D. Total number of applicants for all jobs	2353	441	850
E. Number of individuals with disabilities hired	0	0	0
F. Total number of applicants hired	65	4	16
<b>Hiring Rate (E Divided by F)</b>	0%	0%	0%

As comparison, as per the May 2023 Employment Situation Report from the Bureau of Labor Statistics, the unemployment rate for Individuals with Disabilities was 7.8% and the rate for individuals without a disability was 3.4%. <https://www.bls.gov/news.release/pdf/empsit.pdf>

## **APPENDICES**

- A. Summary Organization Chart
- B. Policies
- C. Reaffirmation Letter
- D. Utilization Analysis
- E. Summary of Personnel Activities
- F. Summary of Recruitment Activities
- G. Utilization of Individuals with Disabilities