

York College

2005 - 2006 AFFIRMATIVE ACTION PLAN

I. PREFACE

York College of The City University of New York is committed to equal opportunity and affirmative action in its educational and employment practices. It does not discriminate on the basis of gender, age, color, race, religion, national or ethnic origin, alienage or citizenship, sexual orientation, transgender orientation, genetic predisposition or carrier status, disability, veteran or marital status in its student admissions, employment, access to programs, and administration of educational and personnel policies.

York College is firmly committed to the spirit and letter of all federal, state, and local laws regarding equal employment opportunity and affirmative action. Furthermore, the college believes that its mission as an institution of higher learning in an urban area demands that it also commit itself to increasing the representation of protected groups throughout the workforce. To this end, York has developed this Affirmative Action Plan as a part of the college's wider effort to promote pluralism and diversity on campus. This document identifies York's policies and describes the procedures used to implement the Affirmative Action Program. In addition, this document carefully analyzes the workforce and its diversity in relation to all important aspects of employment on this campus. Prepared by the Executive Director of Compliance Programs and Legal Affairs, who reports directly to the President, this document will be distributed for use by members of the College community.

This Affirmative Action Plan covers activities and includes statistics for the period July 1, 2005 through June 30, 2006. It is renewed annually and is in effect from September 1, 2006 through August 31, 2007.

II. INTRODUCTION

A. Description of the College

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 newly-constructed Academic Core in September 1986.

York College Vision Statement:

York College is committed to academic excellence through teaching and learning, research and scholarship. It envisions service to a student body, which reflects the unparalleled cultural diversity and richness of Queens and the New York Metropolitan area, and to the communities in which they live. It seeks to develop habits of inquiry and communication that promote these ideals of intellectual and personal growth by embodying them in human relations within the College.

York College Mission Statement:

As a senior college of the City University of New York, York College is committed to the University's mission of "teaching, research, and public service," responsive to "the special needs of an urban constituency." The College is a student-centered institution whose mission is to prepare students to:

- Succeed in a chosen discipline;
- Acquire basic knowledge in the humanities, behavioral and natural sciences and mathematics;
- Think, speak, and write clearly, critically, and effectively;
- Develop technological literacy and skills;
- Esteem research and scholarship for life-long learning;
- Understand and appreciate culture and cultural diversity;
- Value ethical attitudes and behavior;
- Promote knowledge of health and pursue wellness;
- Engage in public service; and
- Enrich their communities, the nation, and the world.

The College offers baccalaureate degrees in liberal arts and in a variety of professional programs such as accounting, business, computer studies, education, health, and social work. In addition, the College now offers a graduate degree in occupational therapy.

The College maximizes each student's intellectual, professional, and personal growth by integrating studies in liberal arts and sciences, professions and professionalism, diverse cultures and interpersonal communication, technological strides and possibilities. It meets changing social and intellectual needs by developing undergraduate and graduate programs from its established academic strengths. The College aims to graduate students poised to meet new demands and provide leadership for human progress.

The College supports the professional growth of its faculty and staff and serves as a resource for the continued advancement of the broader community. It calls upon all members of the York community to commit themselves to scholarship and learning, respect for individuals and individual differences, just and fair treatment of others, open and direct communication, ethical behavior, and involvement in the life of the College.

B. Executive Organization of York College

The chief executive officer of York College is Dr. Marcia V. Keizs, who has general responsibility in accordance with the policies of the Board of Trustees of The City University of New York for the development, implementation, administration, and quality of all programs located at the College.

The college's leadership team, as of June 30, 2006, consists of the following administrative officers:

- **Office of the President:**

Marcia V. Keizs, Ph.D., President

- **Executive Office:**

Janis Jones, Ed.D., Dean of the Executive Office

- **Compliance Programs & Legal Affairs:**

Olga Dais, Esq., J.D., Executive Director

- **Division of Academic Affairs:**

Linda R. Barley, Ed.D., Acting Vice President

Cheryl Smith, Ed.D., Assistant Vice President

- **Division of Administration and Finance and Enrollment Management:**

Jerald Posman, B.A., Vice President and Chief Operating Officer

Ronald Thomas, M.A., Dean

Yvette C. Urquhart, M.B.A., Associate Dean of Faculty and Staff Relations

Peter Tighe, Chief Information Officer

- **Division of Student Development:**

Janis Jones, Ed. D., Dean

Adolphus Frazier, M.A., Assistant Dean

- **Division of Institutional Advancement:**

Patrick S. Madama, M.S.Ed., Vice President

The Charter of the York College Senate, approved by the Board of Trustees on June 23, 1986, establishes the Senate as the legislative body of the College. It exercises all legislative powers granted to the College as a unit of The City University of New York and advises the President on matters concerning policies, standards, and programs.

III. AFFIRMATION OF POLICY

A. Policy Statement

It is the policy of the CUNY Board of Trustees and York College to recruit, employ, retain, and promote employees and to admit and provide services for students without regard to race, sex, age, national origin, color, religion, disability, veteran status, transgender orientation, or sexual orientation.

All decisions on employment are based on the principles of equal employment opportunity. Promotion decisions are based on valid requirements for promotional opportunities.

York College as a constituent unit of the City University of New York, a public university system, adheres to Federal, State, and City laws and regulations regarding non-discrimination and affirmative action in employment, including, among others, Title VII of the Civil Rights Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Veterans Readjustment Act of 1974, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended, and the 1990 Americans with Disabilities Act. The "protected classes" as delineated in the Federal Executive Order (Black, Hispanic [including Puerto Rican] Asian/Pacific Islander, American Indian/Alaskan Native and Women) were expanded on December 9, 1976 by the Chancellor of The City University of New York to include Italian-Americans, and the University has and will continue to exercise affirmative action for the "protected classes," including Italian-Americans.

The above updated "**Non-Discrimination Policy**," received under a memorandum from Vice Chancellor Brenda Richardson Malone dated February 1, 2005, was circulated at York on February 23, 2005.

B. Letter from the President

The following is York College's Statement of Affirmative Action and Equal Employment Opportunity by the President. It is circulated annually to faculty, staff, and students, as a reminder of the College's policy with regard to affirmative action and equal employment opportunity.

"York College Equal Opportunity and Affirmative Action Statement"

York College is committed to Equal Opportunity and Affirmative Action in its educational programs and personnel practices. The College follows the laws and mandates of the Federal Government as articulated by Executive Order #11246, and as amended by the Chancellor of the City University of New York on 12/9/76, to include Italian Americans. As President, I am personally committed to and will continue the emphasis on an Affirmative Action Program aimed at ensuring women and members of minority groups, including Italian Americans, have full opportunity for employment and advancement.

York College, as a unit of the City University of New York, supports a policy of non-discrimination. The College recruits, employs, retains and promotes employees without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender orientation, disability, genetic predisposition or carrier status, alienage or citizenship, veteran

or marital status in its student admissions, employment, access to programs, and administration of educational policies. Many of you serve on search committees and your participation has been important in advancing our affirmative action efforts.

As President of the College, I am committed to engaging and involving the entire College community in understanding and being knowledgeable about the Affirmative Action Program. I encourage each of you to review the annual Affirmative Action Plan, a copy of which is available in the York College Library, and participate in carrying out its goals. The City University and York College have implemented complaint procedures to ensure that any allegations of employment discrimination are fully and fairly evaluated. As members of the York College community you should familiarize yourselves with the complaint procedures and use them as appropriate.

The persons below are responsible for monitoring the programs and/or regulations stated and for their implementation:

- ***Olga Dais, Esq. is the York College Executive Director of Compliance Programs and Legal Affairs (CPLA) and Coordinator for policies involving discrimination of any kind. Her office is located in Room AC-2H05 and her telephone number is (718) 262-2140. Celeste Wortes is the Assistant Coordinator of these policies and programs. Her office is located in Room AC-2H05 and her telephone number is (718) 262-2141.***
- ***Dr. Arleen Schreiner and Olga Dais, Esq. are the Coordinators of the Sexual Harassment Awareness and Intake Committee. Dr. Schreiner's office is located in Room AC-1G02 and her telephone number is (718) 262-2272. Dr. Dais's office is located in Room AC-2H05 and her telephone number is (718) 262-2140.***
- ***Dr. Debra Swoboda and Olga Dais, Esq. are the Coordinators for the York College 504/ADA Committee which has the responsibility for supporting the office of C.P. & L.A. in coordinating policies which fall under the Americans with Disabilities Act of 1990, effective January 26, 1992, and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), which prohibit discrimination on the basis of disability. Dr. Swoboda's office is located in Room AC-4D06B. and her telephone number is (718) 262-2686.***
- ***The Coordinator of the Affirmative Action/Pluralism and Diversity Committee has the responsibility for supporting the Office of CPLA in maintaining the diversity of the College Community. A new Coordinator will soon be appointed and his/her office location and telephone number will be circulated to you.***

York College has made significant progress in achieving a measure of pluralism, which, without question, provides many positive benefits for all faculty, staff and students. York College will continue to support the spirit and goals of Equal Opportunity and Affirmative Action and require that our administration, faculty and staff be familiar with the regulations to assure compliance in their respective areas of responsibility.

I urge you to join us in the active recruitment, retention, and development of a diverse workforce.

IV. DESIGNATION OF RESPONSIBILITY

A. The President: Dr. Marcia V. Keizs

The President is responsible for the educational standards and general academic excellence of the college, and also serves to:

- Advise and be an executive agent of the CUNY Board of Trustees (“Board”), and have the immediate supervision with full discretionary power to carry into effect the bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees, and the policies, programs, and lawful resolutions of the faculty and students where appropriate;
- Exercise general supervision over officers, employees, and students of the college, and their concerns, and over the preparation and implementation of the college’s master plan.
- Recommend to the Board for appointment, promotion and the granting of tenure, those persons she feels reasonably certain will contribute to the improvement of academic excellence at the college, after consultation with the appropriate departmental and faculty committees and taking student evaluations into account;
- Act as chairperson of the faculty, College Senate, and the committees on faculty, personnel and budget, or of equivalent bodies, as established, and transmit to the Board her recommendations on matters of curriculum and other matters falling under faculty jurisdiction;
- Present a tentative annual budget to the Chancellor;
- Have such additional duties as the Chancellor and/or the Board shall designate.

B. The Executive Director of Compliance Programs & Legal Affairs: Olga Dais, Esq.

Dr. Olga Dais, Executive Director of the Office for Compliance Programs and Legal Affairs (CPLA) carries out the duties previously assigned to the Affirmative Action Officer, in addition to her duties of overseeing compliance with Federal programs and other legal matters. Her role in Affirmative Action is delineated in Section V of this document.

C. 504/ADA Committee

Committee Coordinator: Professor Debra Swoboda and Olga Dais, Esq.

Members of the Committee are: Prof. Donald Auriemma, Mr. Stephen Barrera, Ms. Ching See Chan, Prof. Marie Carrese, Lt. Tyrone Forte, Mr. Joseph Goffredo, Mr. Noel Gamboa, Ms. Vanessa Georges-Corley, Mr. Robert Machalow, Prof. Farley Mawyer, Mr. Paul Murtha, and Mr. Jeffrey Sliva.

The responsibilities of the 504/ADA Coordinator are:

1. To keep records of all complaints filed;
2. To investigate circumstance of a complaint in conjunction with the Office of Compliance Programs and Legal Affairs;

3. To consult with the designee of the Office of Student Development and Counseling;
4. To render and submit recommendations to the Executive Director of CPLA; and
5. To attend appropriate University Council meetings.

D. Sexual Harassment Awareness and Intake Committee

Committee Coordinators: Prof. Arleen Schreiner and Olga Dais, Esq.

Deputy Coordinators: Prof. Lindamichelle Baron, Dr. Farley Mawyer, and Ms. Jean Phelps.

Members of the Committee are: Ms. Ann Bacchus, Ms. Caroline Campbell, Prof. Charles Coleman, Ms. Marjorie Dunbar, Prof. Laura Fishman, Lt. Tyrone Forte, Sgt. Celia Galashaw, and Mr. Randy Punter.

The responsibilities of the Sexual Harassment Awareness and Intake Committee Coordinator(s) are:

1. To educate all employees and students about sexual harassment;
2. To receive and review complaints of sexual harassment;
3. To explain CUNY complaint procedures;
4. To maintain all records and confidentiality to the fullest extent possible;
5. To investigate complaints;
6. To resolve complaints--informally if possible; and
7. To submit findings and recommendations to the President.

- E. **Affirmative Action/Pluralism and Diversity Committee:** Appointments are in progress and the names of the new Coordinator and members will be circulated to the staff.

V. IMPLEMENTATION OF RESPONSIBILITY

A. President

The President, Dr. Marcia V. Keizs, has responsibility for the overall effectiveness and implementation of the Affirmative Action Program. President Keizs ensures that Equal Employment Opportunity/Affirmative Action (EEO/AA) policies and practices are designed to effectively achieve the goals of the program; monitors the program; ensures that the EEO/AA Officer complies with all objectives for implementation of the program in a timely manner; assists the EEO/AA Officer in encouraging managers to actively participate in the effective implementation of the program; and provides guidance to the EEO/AA Officer.

B. Executive Director of Compliance Programs & Legal Affairs

The Executive Director of CPLA has the support of the executive management and is assured of the staffing necessary to execute the College's EEO/AA responsibilities. Specifically, she is responsible for the following:

1. Developing policy statements and affirmative action programs;
2. Analyzing affirmative action data and assisting in the identification of problem areas and causes;
3. Identifying ways to increase minority and female representation, implementing these programs, and assessing their effectiveness;
4. Assisting management in arriving at effective solutions to problems;
5. Designing, implementing, and conducting audit and reporting systems that will:
 - a. Identify if there is a need for remedial action;
 - b. Measure effectiveness of these systems;
 - c. Determine the degree to which goals and objectives have been met.
6. Assisting the President in the establishment of goals and in updating the written Affirmative Action Plan;
7. Assisting in the implementation of the Affirmative Action Plan through the issuance of guidelines, and through oral presentations and workshops to college officials, administration and supervisory personnel regarding recruitment efforts, interviewing techniques, new regulations and policies of the Board of Trustees, the Chancellor, the University Affirmative Action Committee, and Federal, State, and City agencies;
8. Monitoring employee recruitment, hiring, termination and transfer policies and practices to ensure conformity with our EEO/AA policies e.g., review of vacancy postings and advertisements, sign off on recruitment and promotion processes at their outset calling particular attention to underutilization, review of recruitment documentation, alerting the President to underutilization before an offer is made and, where appropriate, conducting exit interviews;

9. Reporting on the status of the EEO/AA program along with recommendations for improvement to the President, the campus Affirmative Action Committee, the University Affirmative Action Office;
10. Investigating all charges and complaints of discrimination and recommending appropriate responses;
11. Serving as a liaison between York College, the Central Office of the University and enforcement agencies;
12. Informing management of the latest developments in the entire equal employment opportunity/affirmative action area;
13. Serving as liaison between the College and minority organizations, women's organizations and community and campus action groups concerned with employment opportunities for minorities and women; and
14. Serving as a resource person to officials, search committees, affirmative action special interest groups and all other members of the community in the interpretation of all regulations which apply to the affirmative action program.

C. College Officers

All executive officers, chairpersons, and directors of administrative units are crucial to the success of the affirmative action program. These administrators implement college policy; set the tone for what is acceptable behavior, and enforce college rules. Consequently, these officials of the college must collectively assume the responsibility for the implementation of the affirmative action program.

1. Responsibilities of Division Heads

As the direct supervisors of unit heads, the division heads (Provost/Vice President for Academic Affairs, Chief Operating Officer/Vice President for Administrative Affairs, Vice President for Enrollment Management & Student Development, Associate Dean of Faculty & Staff Relations, and Vice President of Institutional Advancement) are responsible for monitoring the actions taken in units that report to them. These individuals are responsible for ensuring: 1) compliance with all equal employment opportunity and affirmative action laws is attained, and 2) Division heads adhere to all university and college policies. In addition, division heads must sign off on recruitment plans before they are submitted to the Executive Director of CPLA to ensure that job requirements are objective and that job-related procedures are properly followed within the law and the affirmative action policies of the University, and that the activities cited will promote affirmative action initiatives. Finally, division heads must approve the candidates recommended for interviews and approve the candidate recommended for appointment.

2. Responsibilities of Academic Chairpersons

Chairpersons are charged with informing departmental personnel and budget committee (P&B) members about the affirmative action program--its purpose, scope, and process. Chairpersons, in concert with the departmental P&B committees, are required to analyze the workforce composition for their respective departments and perform systematic examinations of the department's policies and practices to be sure that these policies and practices do not operate to the detriment of any employee or prospective employee because of gender, age, color, race, religion, national or ethnic origin, alienage or citizenship, sexual orientation, transgender orientation, genetic predisposition or carrier status, disability, veteran or marital status. This process must include systematic recording and reporting of data relative to:

- a. Recruitment of personnel, e.g., advertisements, applications, interviews;
- b. Selection of personnel, e.g., criteria and job descriptions;
- c. Advancement of personnel, e.g., promotions and changes in title, salary increases (other than incremental), and in-service training;
- d. Retention of personnel, e.g., reappointments, granting of tenure and/or CCE, non-reappointments and terminations.

3. Responsibilities of Administrative Directors

Directors in charge of administrative offices are charged with the same responsibilities listed above for chairpersons, with the exception of the granting of tenure/CCE.

4. General Responsibilities

In addition to the above, all college officials are responsible for:

- a. Reviewing the qualifications of each employee under his or her supervision to ensure that minorities and women are provided full opportunity for transfer, training, and promotion;
- b. Providing career counseling to employees as necessary;
- c. Preventing any harassment of employees;
- d. Periodically reviewing position descriptions to ensure they accurately reflect the job being performed.

VI. DISSEMINATION OF POLICY

A. INTERNAL DISSEMINATION

The internal dissemination of the York College policies and procedures for Equal Employment Opportunity and Affirmative Action and related concerns is as follows:

1. The President's letter is sent to all members of the community annually;
2. The College's Affirmative Action policy is published in a guide for faculty and the *College Bulletin*. New or updated policy is circulated to administrative staff at meetings and incorporated into the relevant booklets, guides and bulletins, as soon as received from CUNY headquarters. For example, the University Office of Faculty and Staff Relations updated the Non-Discrimination and Sexual Harassment policies and these were disseminated at York on February 23, 2005; NEW EXAMPLE?
3. Posters are displayed throughout the campus in high visibility areas;
4. Copies of the Affirmative Action Plan are kept on file in the Library, the Offices of Compliance Programs & Legal Affairs, Administrative Affairs, Academic Affairs, Enrollment Management & Student Development, Human Resources, Institutional Advancement and the Office of the President;
5. Periodic meetings are held with department chairs and unit directors;
6. A non-discrimination clause is included in the union contracts; all contractual provisions are reviewed to ensure that they are non-discriminatory; and
7. Presentations may be made at orientation sessions for new employees.

B. EXTERNAL DISSEMINATION

The external dissemination of the York College Policies and Procedures for Affirmative Action and related concerns is as follows:

1. Recruiting sources on a master list are annually informed in writing of the college's policy. The master list will continue to be reviewed annually to determine the effectiveness of the recruiting sources in referring a diverse group of applicants.
2. Directories of minority and female organizations will continue to be reviewed annually for their effectiveness as a source of recruitment. Job announcements are regularly mailed to the recruiting sources which have been actively encouraged to refer applicants and assist in the implementation of our EEO/AAP policy. The College uses the University's distribution list. NOTE: The College welcomes suggestions of additional sources.
3. On all written job announcements or help-wanted advertisements, the words "Equal Employment Opportunity/Affirmative Action Employer/Americans With Disabilities Act Employer" will continue to be included.

4. The York College employment application process will continue to be periodically reviewed to determine compliance with the latest state and federal EEO/AAP regulations and to ensure that each applicant is provided the maximum opportunity to display his or her job-related qualifications.
5. York College vendors will continue to be notified regularly in writing of our EEO/AAP policy. Whenever possible, York College will do business with companies who are equal opportunity employers. In addition, the college will do business with minority- and women-owned business enterprises (whenever possible) in an effort to diversify our contractual base.
6. In other contracts, an equal employment opportunity clause is incorporated into all York College purchase orders, lease agreements, and all other contracts.

VII. DEVELOPMENT AND EXECUTION OF THE PROGRAM

A. Employment Policies and Procedures

York College's employment policies and practices conform to the Bylaws of the Board of Trustees, applicable collective bargaining agreements, and all applicable federal and state regulations. The College posts all vacancies--as prescribed by policy and contract--to ensure equal opportunity and access to the search process. (For a sampling of vacancy announcements, see **Appendix C.3**)

Once resumes are received by the College, the office of CPLA acknowledges all applicants in writing and requests each applicant to complete, on a voluntary basis, the “**Pre-Employment Self-Identification card.**” Information obtained from these cards is maintained in a database to ensure efficient tracking of this important data. The Executive Director of CPLA meets with the Search Committee Chairperson to review the policies and procedures of the search process and to inform the Chairperson of any current underutilization of the protected classes in the job vacancy area. The search committee reviews all applications and selects candidates to interview, thus creating an applicant pool; at this time, the “**Applicant Pool Certification Form**” (Form 1) is completed and submitted to the Executive Director, who carefully considers the applicant resumes and screens the applicant pool. She may certify or reject the pool of applicants based upon a set of criteria that conform to CUNY policy. Any applicant pool that does not meet these criteria and is rejected by the Executive Director can lead to the cancellation/failure of a search. However, once an applicant pool has been certified by the Executive Director, interviews are scheduled and a “**Personnel Data Form**” (Form 2) must be completed and authorized for the candidates interviewed. If a candidate is ultimately selected for appointment, the “**Personnel Data Form**” must be signed by several authorizing agents, concluding with the Executive Director of CPLA. At the conclusion of the search, the Search Committee Chairperson must return all search documents to the office of CPLA which keeps these records on file.

For each search, the Executive Director regularly meets with the Search Committee Chairperson to monitor the search process; in addition, the office of CPLA collects data on the applicants, especially those selected for interview, by carefully maintaining a database that includes information obtained from the Applicant Pool Certification Form and the Personnel Data Form. Such a step is to ensure efficient and timely tracking of this important data. (See **Appendix C.2** for the various forms used throughout the search process.)

A CPLA website has been added to the York College Internet accessibility which: 1) enhances the ability of the Executive Director to track the effectiveness of the recruitment process, and 2) facilitates the easy access of all necessary documents and relevant information. Specifically, from the website, CPLA forms, along with instructions to guide individuals through the recruitment process, can be downloaded by those wishing to recruit staff. Overall, the Executive Director of CPLA reviews all forms annually to assess the effectiveness of these forms and updates them accordingly. (NOTE: New forms were recently created to enhance the ability of the Executive Director of CPLA to track the effectiveness and efficiency of the recruitment process; also, plans are underway to update the CPLA website.)

York College adheres to the specifics of CUNY Bylaws and the PSC contract regarding wage and salary structure, benefits and conditions of employment, termination and disciplinary action and union contract provisions that affect (or may affect) its affirmative action program.

B. Instructional Staff Recruitment

York College is committed to CUNY's affirmative action policies and procedures and the activities that support a successful search and filling of a vacancy. Requests to create new positions are first presented to the Cabinet for review, discussion, and the President's approval. Once this is done, a formal request is submitted by the Division head for fiscal approval to fill the vacancy. Next, the administrator in charge and/or the unit director or chairperson develops the vacancy notice. The Executive Director of CPLA and the Dean of Faculty and Staff Relations/Director of Human Resources (HR) review the Personnel Vacancy Notice (PVN) for accuracy, compliance with the Bylaws, and conformity with College and University policy. In general, this review seeks to validate the job description, experience required, and credentials listed.

Adhering to policy and practice, the College uses the University's PVN format, and all PVNs are sent to CUNY-Central with dual signature of the Executive Director of CPLA, the Human Resources Director and/or the Dean of Faculty and Staff Relations. While the campus awaits CUNY-Central approval, the Executive Director of CPLA and Dean of Faculty and Staff Relations/Director of Human Resources develop the vacancy advertisement. When the campus receives CUNY-Central's approval, the position is advertised, as prescribed by the Recruitment Plan.

The Executive Director of CPLA reviews the following:

1. Design and purpose of recruitment documentation forms (forms were revised for this academic year);
2. Pre-Employment Self-Identification cards;
3. CUNY's recruitment source file and any other recruitment aids which are deemed relevant and helpful; upon request from the committee, a copy of this file is disseminated;
4. The wording of all recruitment advertising for its conformity with the affirmative action regulations;
5. The applicant pool;
6. The process for selecting the applicants to be interviewed; from this review, the Executive may present a discussion of what questions are allowed (and which are not allowed);
7. The search committee's criteria and interview questions for compliance with affirmative action policy. (A copy of the interview questions is to be kept in the completed search file.)

Other activities of the Office of Compliance Programs and Legal Affairs, which implement the Affirmative Action Plan of the College, include:

1. A review of all employee and student recruitment brochures for any depiction of bias that precludes opportunities for minorities and women;
2. The development and dissemination of an Affirmative Action Search Procedures Checklist for Search Committees to ensure adherence to proper search procedures
3. Briefings and coaching for all chairpersons, members of P&B committees and personnel officers, grants officers, and any others involved in the recruiting and hiring process on the definitions and requirements of affirmative action and the College's Affirmative Action Plan.

C. Retention

In 1993, the College Personnel and Budget Committee of York College, in concert with the President and the Provost, reaffirmed the policy and procedures for reappointment, tenure and promotion.

1. A Guide for Faculty clearly describes York College's portfolio process wherein all candidates, men and women and minorities and non-minorities, have the opportunity to present themselves and their scholarship in their "own voice."
2. The College encourages and supports the inclusion of women and minorities on departmental Personnel & Budget committees, which consider reappointment, tenure, and promotion decisions. Furthermore, department Personnel & Budget committees are consistently encouraged to ensure that women and minorities receive equal consideration for promotional opportunities. When apparently qualified women and minorities are passed over for appointment, reappointment, tenure, or promotion, justification is required.

D. Non-Teaching Instructional and Classified Staff

The recruitment, selection, and placement activities of non-teaching instructional staff comply with CUNY's and the College's policies and procedures. As required by the Bylaws, non-teaching instructional staff vacancies are posted for 30 days, rather than 60 days, as required for faculty.

The Executive Director of CPLA and the Dean of Faculty and Staff Relations monitor the recruitment, selection, and hiring practices of the classified staff positions at York College. In addition, effective Fall, 1998, two committees--the Personnel Review Committee (PRC) and the Gittleson Review Committee (GRC)--are charged with reviewing and recommending College personnel policies and action pertaining to these categories of employees.

The recruitment, appointment, and retention of non-teaching instructional staff receive the same dedication and attention to the policies and procedures of the University and the College as the instructional and Civil Service staff.

E. Grievance Procedures

The grievance procedure for an affirmative action complaint is as follows:

1. Any member of the college community who wishes to file a complaint regarding alleged discrimination of an affirmative action nature shall make such a complaint in writing to the College's Executive Director of CPLA.
2. The Executive Director of CPLA will investigate and resolve the matter informally **or** formally. If formally, the Executive Director will formulate a recommendation to the President for review.

A form for filing charges of discrimination has been made available by CUNY and is now used by York College (see page 9 of Appendix 4: **CUNY Employment Discrimination Complaint Procedure**).

VIII. RESULTS OF STATISTICAL ANALYSES

A. Data Collection

The data used in the preparation of this report were collected from CUPS reports run as of June 30, 2006 requesting data on New Hires, Terminations, Tenure Eligibility, EEO6/IPEDS Report, the Affirmative Action Survey Report and detail lists where appropriate.

B. Workforce Inventory

WORKFORCE INVENTORY	
As of June 30, 2006	
12	Executive/Administrative staff
161	Faculty
74	HEO's
35	Tech/Para-Professionals
57	Secretarial/Clerical
38	Skilled Trades/Crafts
70	Service/Maintenance
447	TOTAL

The above permanent staff members have been included in the Utilization Analysis described below.

The statistics from the 055 Affirmative Action Report were used as the count in the Workforce Inventory. An examination of the overall workforce shows that minorities are employed in all job categories at York. There are **295 minority staff** members, representing **66%** of the total workforce. There are **213 women**, representing **48%** of the total workforce, employed in all but one category (Skilled Trades/Crafts).

C. Utilization Analysis

The Utilization Analysis of the college is conducted annually in order to identify the areas in the college's workforce where minorities and/or women are being under-utilized. In instances of underutilization, annual goals will be reviewed and re-evaluated accordingly.

The classified job categories were treated as separate job groups: Administrative Superintendent of Buildings & Grounds, College Accountant, Basic Crafts, Skilled Trades/Crafts (Supervisory), Senior Custodial Supervisor, Security Director/Assistant Director, Media Services/Print Shop, and Mail Message Services Worker. These categories were treated as separate Units, even though they are under the required number of 5 for an Affirmative Action Unit, because the University supplied availability data and Utilization Analysis Worksheets for them as unique job categories on the campus. However, underutilization resulting from the calculation on these worksheets was not included in the underutilization figures. Only job groups that contain the minimum number of employees required for utilization analysis (and above that number) were included as underutilization. The groups too small to analyze are listed on page 20

The following is a list of the number of staff underutilized¹ in the affirmative action units by ethnicity, and females. Our analysis separates the levels of faculty (i.e. Professorial, Instructor, Lecturer) wherever at least five persons exist in each level. It also separates the Non-instructional from instructional staff category. The Affirmative Action units listed below are those groups, consisting of 5 or more, in which underutilization still exists, as identified by the Fall 2006 Utilization Analysis:

STAFF CATEGORY	UNDERUTILIZATION
<i>Executive/Administration</i>	
Administration I (Executive Compensation Plan)	One Hispanic and One Asian
Administration II (HEO/HEA)	Two Hispanics
Administration III (HEa/aHEO)	Two Asians
Administration IV (CLT)	One Female
<i>Faculty</i>	
(NOTE: Numbers include Professors, Associate Professors, and Assistant Professors)	
Accounting and Business	One Female
English	Two Females
Fine and Performing Arts	One Female
Foreign Languages	One Asian
Health and Physical Education	One Hispanic
Health Sciences	One Female
History and Philosophy	One Female
Library	Three Females
Mathematics and Computer Studies	Three Females
Natural Sciences	Five Females and One Hispanic
Political Science and Psychology	Five Females and One Asian
Social Sciences	One Hispanic and One Asian
<i>Classified</i>	
CUNY Administrative Assistants	Four Hispanics One Asian
CUNY Office Assistants	Two Hispanics
<i>Service and Maintenance</i>	
Custodial Assistants	Eight Hispanics
Skilled Trades/Crafts	One Female and Five Hispanics
<i>Security</i>	
Campus Peace/Security Officer	One Hispanic
Campus Public Safety Sergeant	One Black

Not included among the underutilizations previously listed are those for groups of less than 5 that are too small to analyze (see also **Appendix A.2.4**). These groups are listed on the next page, showing staff numbers in the ethnic groups, with total incumbents, and underutilizations in the last 2 columns:

GROUPS TOO SMALL TO ANALYZE							
<i>(Showing: # in Ethnic Groups; Total # Incumbents in Unit; and # of Underutilizations)</i>							
FACULTY							
Affirmative Action Unit	Female	Minority	Black	Hispanic	Asian	Total	Underutilized
Accounting &	0	0	0	0	0	1	One female

GROUPS TOO SMALL TO ANALYZE <i>(Showing: # in Ethnic Groups; Total # Incumbents in Unit; and # of Underutilizations)</i>							
STAFF							
Affirmative Action Unit	Female	Minority	Black	Hispanic	Asian	Total	Underutilized
Admin Superintendent, B&G	0	0	0	0	0	1	One Total Minority
College Accountant	2	0	0	0	2	3	One Black
Basic Crafts	0	0	0	0	0	2	None
Skilled Trades/Crafts Supervisory	0	0	0	0	0	2	None
Senior Custodial Supervisor	2	4	4	0	0	4	One Hispanic
Security Dir./Asst. Dir.	0	1	1	0	0	2	One Female
Media Services/Print Shop	0	1	0	0	1	2	One Female One Hispanic
Mail Message Services Worker	0	1	1	0	0	1	None

On this campus, the Classified positions listed above are handled either by a single individual or by the individual with an assistant. For the other jobs (Instructors and Lecturers), only a few positions are available in each academic department.

D. Underutilization in Affirmative Action Units:

1. Executive/Administration

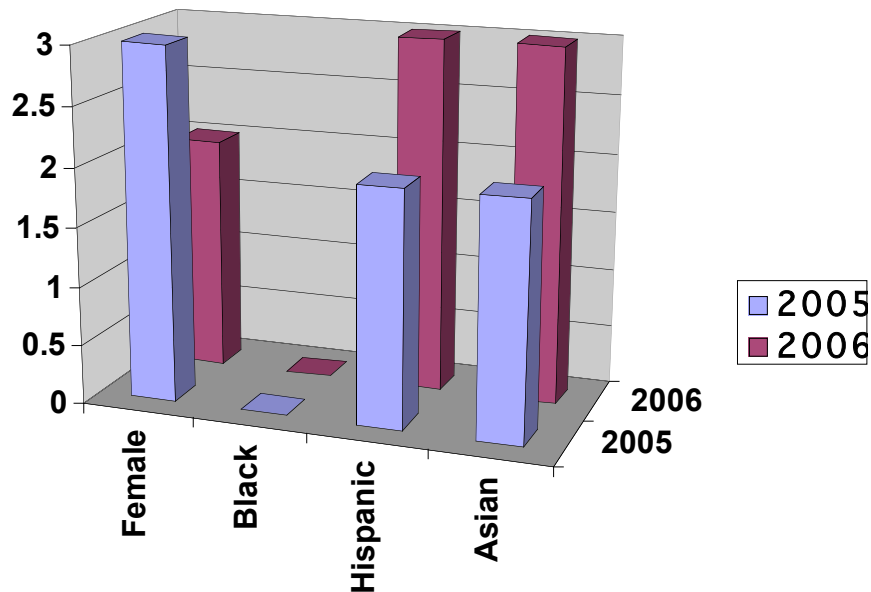
In this category, the College hired two new Executives, and ten new Professional/Non-Faculty (HEO ranks). Three (3) new Technical/Paraprofessional (CLT's) staff members were hired. The new hires were distributed ethnically as follows:

Executives: 1 white male, 1 black male;

Professional/Non-Faculty: 1 black male, 8 black females, 1 Hispanic female;

Technical/Paraprofessional: 1 black male, 1 black female, 1 Asian female.

With this year's hiring, underutilization has remained the same in Administration I (there is an underutilization of 1 Hispanic and 1 Asian for both 2005 and 2006); underutilization has risen only slightly in the Administration II and III categories from 1 Hispanic and 1 Asian to 2 Hispanics and 2 Asians. Regarding Administration IV, underutilization has dropped for females from 3 in 2005 to 1 in 2006.

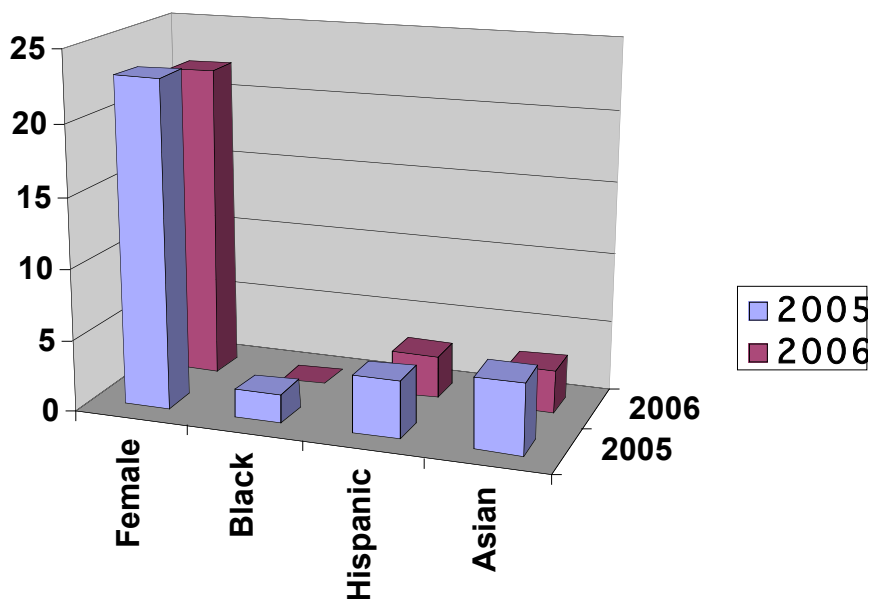


EXECUTIVE/ADMINISTRATION UNDERUTILIZATION

Overall for Administration, there has been a drop in female underutilization and only a very slight increase in Hispanic and Asian underutilization. The impact of new hiring on these underutilization figures is further discussed in Section VIII-E.

2. Faculty

York College hired 17 new faculty during the past year—9 of which were hired as full-time permanent faculty and 8 of which were hired as full-time substitutes. Of the 9 new full-time permanent faculty hired, 4 are Female, 3 are Asian, 2 are Black, and 4 are non-minority. Overall for newly hired faculty (including the substitutes), 9 are female, 5 are Asian, 5 are Black, 1 is Hispanic, and 6 are non-minority.



FACULTY UNDERUTILIZATION

For 2006, faculty underutilization has risen only slightly regarding females (from 23 females to 24 females); regarding total minority, faculty underutilization remains the same (there was 1 underutilization for Instructors in the Department of Foreign Languages last year, and that statistic is the same this year). In addition, the faculty underutilization has dropped from 4 Hispanics, 5 Asians and 2 blacks *to* 3 Hispanics, 3 Asians, and 0 blacks (see above chart).

Underutilization for the Faculty section is present once again in the following departments:

Accounting and Business

English

Fine & Performing Arts

Foreign Languages

Health, Phys. Ed. & Gerontological Studies

Health Sciences

History & Philosophy

Library

Math & Computer Sciences

Natural Sciences

Political Science & Psychology

Social Science

This year, there is no underutilization in the Department of Education and Counseling—indeed

an improvement from last year's analysis.

There are several recent new hires (not included in this year's analysis due to September start dates) that will positively impact our faculty underutilization numbers in next year's report.

1. The Department of English has hired a Black Female (currently, the department has a faculty underutilization of 2 females).
2. The Department of Foreign Languages has hired one Asian Female (currently, the department has an overall faculty underutilization of one Asian and one Total Minority).
3. The Department of Social Sciences has hired an Asian male, a Black female, and a White female (currently, the department has an overall faculty underutilization of one Hispanic and one Asian).

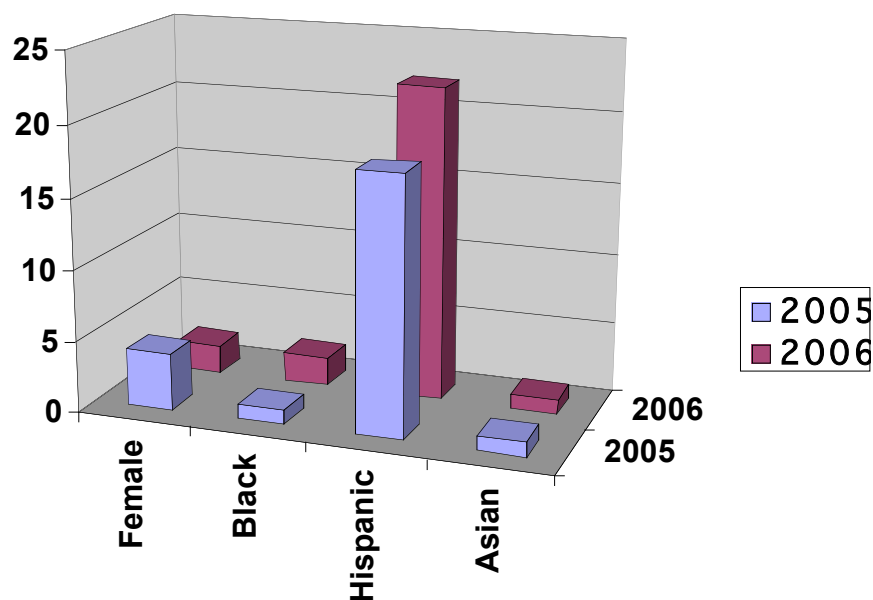
As reported in the 2005 Affirmative Action Plan, the President requested that the Search Committee for each faculty search report 2-3 finalists to her before any offer of employment is made to the candidate. Additionally, underutilization was discussed with the Chairs. These efforts, which have proven to be somewhat successful, were made to address the slight increase in underutilization on the 2004-2005 report (the first increase in 5 years). The 2005-2006 report again shows a decrease in overall underutilization.

Improvements are being made in the demographics of our Faculty constituency. We hope that with a fine-tuned plan of action, we can continue to eliminate the various underutilizations in our Faculty ranks by next year's reporting.

3. Classified

The underutilization among females in the classified positions shows an improvement over last year, for there was an underutilization of four females in 2005; whereas, in 2006 there is an underutilization of two females.

Nonetheless, restructuring of the statistical approach may have somewhat impacted underutilization in the other categories. For example, in 2005, there was no underutilization regarding Total Minorities; however, this year there is an underutilization of two Total Minorities. Another example is the rise in the underutilization of Blacks and Hispanics. The 2005 underutilization of Blacks, Hispanics, and Asians was one Black, eighteen Hispanics, and one Asian; however, this year, there is an underutilization of two blacks, twenty-two Hispanics, and (once again) one Asian.



CLASSIFIED STAFF UNDERUTILIZATION

A total of twelve new persons were hired in classified staff positions (five persons were CUNY Office Assistants, one was Skilled Craft, and six persons were hired in the Service Maintenance section). Of the CUNY Office Assistants, two were white females, two were black females, and one was an Asian female. For skilled trades/crafts, one black male was hired; whereas for the service maintenance area, two were black males (one of these males was hired as the Assistant Security Director), three were Hispanic males, and one was an Asian male. It should be noted that the underutilization of Hispanics in the service/maintenance area is being addressed (note the three Hispanic males that were hired last year).

As projected in the 2005 Affirmative Action Plan, we met with the Dean of Faculty and Staff Relations, who is also Director of Human Resources, and the Associate Director of Human Resources to discuss the problems with underutilization in those areas, and the effect was ultimately positive, as we can see there is some improvement in the female underutilization.

All areas of underutilization will continue to be discussed with all departmental heads for corrective and proactive action. However, it should be noted that the Dean of Faculty & Staff Relations/Director of Human Resources does not have the flexibility nor the ability to recruit permanent classified staff in all job categories because most classified staff are selected from the CUNY Civil Service List, based on examination. Nonetheless, the Director does have the ultimate authority to select from the Civil Service pool, and will be advised to make efforts to further reduce the underutilization of Hispanics and females in these ranks (especially in service and maintenance sub-categories). Additionally, the Dean of Faculty & Staff Relations/Director of Human Resources and the Chief Administrative Superintendent have more flexibility to increase their pool for custodial assistant positions, and since we currently have positions to be filled in Buildings and Grounds, every effort will be made to address the underutilization of females and the increasing underutilization of Hispanics. The Executive Director of CPLA has met with the Dean of Administrative Affairs and has made a commitment to review these searches (a step that is not normally taken in the hiring of classified positions).

E. Impact Analysis

The Impact Analysis is divided into three areas:

- Part A: The Hires Analysis, which considers the college's hiring practices (hires against applicants);
- Part B: The Promotion Analysis, which considers the college's promotion practices (upgrades against total workforce); and
- Part C: The Termination Analysis, which considers the college's attrition rate (terminations against total workforce).

The Hires Analysis showed no area of serious concern. In this analysis, we find that the overall minority hiring rate was 7.7% of 606 total applicants; this rate is up .5% from last year; York hired 35 persons in permanent full-time positions this year and 29 of those individuals (83%) were minority. In the analysis of Non-minority vs. Minority new hires, there are two categories in which Non-Minority is the "Favored Group." The first category is Executive/Administrative/Managerial which had a Non-Minority hiring rate of 3.1% of 75 applicants. The second category in which Non-Minority was the "Favored Group" is Secretarial/Clerical; this category had a Non-Minority hiring rate of 100% (there was one Non-Minority applicant who was subsequently hired).

The female hiring rate this year was 7.3% which is down from last year's female hiring rate of 9.7%. Three areas in which males were the "Favored Group" were Executive/Administrative/Managerial, Skilled Trades, and Service/Maintenance. In Executive/Administrative/Managerial, the one Non-Minority individual hired was male; interestingly, of the 75 applicants for positions in this category, 30 applicants (40%) were female. Regarding Skilled Trades, there were 7 total applicants, none of which were female. In this area, one male was hired. The Service/Maintenance area had 8 applicants (only 2 were female); six males were hired. This analysis juxtaposed against our underutilization of a total of 28 females and 37 minorities (more specifically, 28 Hispanics, 2 Blacks, and 7 Asians) is a strong reminder that we must continue to work towards lessening underutilizations (especially of females and Hispanics) on this campus.

The Promotion Analysis rendered no major areas of concern regarding Male vs. Female promotions; however, concerning Non-minority vs. Minority promotions, a few areas required further analysis via the Fisher's Test. In the initial analysis, we begin with a workforce of 447; only 15 individuals (3% of the overall workforce) were promoted this year. Of these 15 promotions, 8 individuals (53%) were Non-Minority and 7 individuals (47%) were Minority. However, as per the analysis, 5% of the Non-Minorities on campus were promoted; whereas, only 2% of the Minorities on campus were promoted. Although the Impact Analysis reveals no significant difference, it should be interesting to note that only 34% of the workforce is Non-Minority, but 66% of the workforce (almost twice the amount) is Minority.

In the Promotion Analysis, three categories presented Non-Minority as the "Favored Group": Executive/Managerial/Administrative, Faculty, and Secretarial/Clerical. In Executive/Managerial/Administrative, one Minority and one Non-Minority were promoted. In the faculty ranks, 9 individuals were promoted—6 of the 97 Non-Minorities (6%) and 3 of the 67 Minorities (4%). For Secretarial/Clerical positions, 3 individuals were promoted; 1 of 15 Non-Minorities (6%) and 2 of 43 Minorities (5%). Nonetheless, although these numbers appear low, final analyses of these categories indicated that there was ultimately no significant difference in the promotion rate as based upon CUNY standards.

The Termination Analysis, as last year, showed 7 groups with less than a 0.8 Impact Ratio Analysis (IRA); however, this year, none of the areas presented any major concern. There were 36 terminations: 10 were Non-Minority and 26 were Minority; 19 were male and 17 were female.

For a more detailed look at the various Impact Analyses, please see **Appendix A.3**.

The Executive Director of CPLA will recommend that the department heads continue to increase York's presence at female and minority professional organizations and include new periodicals among the standard advertisement vehicles for hiring faculty and executive-managerial staff.

The President and the Executive Director of CPLA will share the information of this report with the College Community. In a team management approach, the President and Executive Director of CPLA will explore, with the leadership team and faculty Chairs, ways of reaching the desired levels of hiring to correct or eradicate the various underutilizations.

F. Tenure Eligibility Analysis

In the fourth year of full-time service the Department and College-wide P & B Committees may forward a faculty member for consideration for tenure. If the faculty member receives favorable recommendation from the department, the college committee and the President, the person's name will be presented to the Board of Trustees. If approved, the tenure status becomes effective on the first day of service of the sixth year of appointment. A faculty member who has completed at least one year of full service may request consideration for tenure prior to the fourth year of service ("early tenure").

Six faculty members (including 2 black females, 3 white males, 1 Asian male) were recommended for tenure, effective September 1, 2006. All 6 were approved for tenure. (See the Tenure Eligibility Analysis in **Appendix A.5**). In addition, three faculty members (one white male, one black female, and one Hispanic female) are now eligible for tenure.

IX. YORK COLLEGE UNDERUTILIZATION: A Brief Summary

(Major Areas of Concern/Goals and Timetables)

One look at our workforce inventory indicates the face of York College is indeed multicultural (for an overview of our Workforce Inventory, see **Appendix A.7**). The staff is comprised of individuals from all walks of life, utilizing populations often deemed as under-represented in the workforce.

Executive/Administration

Total underutilization in the Non-instructional staff remains at the same number as last year (seven). Hispanics and Asians are of concern in this area, and we will make every effort to alleviate the underutilization of these protected classes in this area.

Classified Staff

Classified Staff underutilization revolves mainly around Hispanics (we have an underutilization of 22 Hispanics in this area). There are currently vacancies in Buildings and Grounds yet, as stated before, the Dean of Faculty & Staff Relations/Director of Human Resources and the Chief Administrative Superintendent of Buildings and Grounds have to select from the CUNY Civil Service lists, based upon examinations, thus limiting the scope of the applicant pools to only those individuals who navigate through the Civil Service process; however, these hiring directors do have the flexibility to increase their applicant pools for custodial assistant positions; also, "Provisional" candidates may be appointed. The Executive Director of CPLA has already met with the Administrative Superintendent of Buildings and Grounds regarding his current searches, and he has been advised of the serious underutilization of Hispanics in his area. In addition, the Executive Director has met with the Deans of Administration and of Faculty/Staff Relations to inform them of our various underutilizations. Every effort will continue to be made to correct the underutilizations (especially of Hispanics) in the classified staff ranks.

Faculty

We have been quite successful in our past efforts to lessen the underutilization numbers in our faculty. However, updated availability data for degrees conferred and other various procedural changes have impacted our underutilization statistics in the faculty ranks. We are still working towards reducing our underutilization numbers regarding females (this year, our faculty ranks have an underutilization of 23 females). Although nine departments have female underutilization, most of the underutilization is concentrated in five major departments: the Department of English, the Library, the Department of Mathematics and Computer Studies, the Department of Natural Sciences, and the Department of Political Science and Psychology.

Another two areas of concern for our faculty ranks are Hispanics and Asians. These underutilizations are scattered throughout five departments: the Department of Foreign Languages; the Department of Health, Physical Education, and Gerontological Studies; the Department of Natural Sciences, the Department of Political Science and Psychology; and the Department of Social Sciences.

Each of these departments will be specifically and closely monitored in their searches for new

faculty so that we may work towards the reduction of underutilization of females, Asians and Hispanics in our faculty ranks.

Overall

Our utilization analysis has revealed that we do a good job reaching out to diverse populations; however, we must still continue to monitor carefully our underutilization of females and minorities on our campus (NOTE: For a more detailed look at the specific numbers of underutilizations, please see Section VIII C, pages 18 and 19 of this document). We have set goals to remedy all underutilization by the year 2010, that is, through our recruitment and promotion during the next 3 years. We hope that with a continued concerted effort, we can eliminate the overall underutilization by next year's reporting.

X. COMMUNITY ACTION PROGRAMS

A prominent institution in the community of Jamaica, Queens, York College seeks to provide community-oriented programs and opportunities that will help enlighten, engage, assist, and/or entertain our students, staff, and community members.

COMMUNITY PROGRAMS FOR YOUTH

York College's female and minority faculty and staff actively participate in community programs that encourage youth to attain degrees.

1. Recognized as a national leader in educating minority students, York College maintains community-based collaboration with the secondary schools in southeastern Queens, namely school districts 26, 27, 28 and 29.
2. The College houses a program entitled *Science, Engineering, Mathematics and Aeronautics Academy (SEEMA)* which uses state-of-the-art technology to allow 6th and 7th grade students to have an understanding of how science, math and engineering are used in the aeronautical field. This project is coordinated by Dr. Jack Schlein.
3. York College became host to the **Queens High School for the Sciences at York College** in September 2002. One of six specialized high schools, this public high school admits students on the basis of the results of the Specialized High Schools Admissions Examination, a competitive written examination. Although Queens High School for the Sciences is located on the York College campus, this high school is administered directly by the Queens Department of Education.
4. York's involvement in the CUNY Enhancement Project is an intervention program for at-risk children in grades 1 through 3 in participating schools in ten New York City districts. The goal is for students to achieve reading competence appropriate to their grade level by completion of the third grade. The Project also runs a 10 day professional development summer Institute that provides support in curriculum and professional development for participating staff.
5. Since the summer of 1998, York College has hosted the National Youth Sports Program, a structured summer sports and education program. Three hundred children, aged 10-16 and residing across Southeast Queens, participated in the program, free of charge (with the option of a donation of \$100).

COMMUNITY PROGRAMS FOR ADULTS

In our continuing effort to provide unparalleled service to the community at-large and contribute to the economic development of Queens and New York City, the **York College Small Business Development Center (SBDC)** has provided technical assistance to aspiring entrepreneurs and local businesses over the past ten years.

SCHOLASTIC PROGRAMS TO AID OUR STUDENT BODY

1 The York College Academic Affairs Division includes, among its programs, the following major programs that have emphasis on minority students:

- A. Louis Stokes Alliance for Minority Participation (LSAMP), coordinated by **Dr. Cheryl Smith;**
- B. Minority Biomedical Research Support (MBRS) coordinated by **Prof. Lawrence Johnson; and**
- C. McNair Scholars Program coordinated by **Prof. Lynne Richards.**

These three programs provide the student with stipends and were described by a former York College president as being in response to "... a considerable need to encourage minority students to pursue careers in Science, Mathematics and Engineering. Alerting these students to the career opportunities in government, industry, and academia is important. It is also important that we demonstrate that these pathways are accessible to them and can be achieved."

- 2. York requires **Cultural Diversity** (a series of courses that teach students to appreciate others) as part of the core curriculum. Since New York is such a cultural melting pot, Cultural Diversity courses seek to inform students about the various cultures in our city by showing how, although ethnic traditions appear to be different on the surface, all people are ultimately the same.
- 3. As part of its curriculum, the Women's Studies Program offers general courses in Women's Studies in the Humanities (Humanities 302 and 303), as follows:

African-American Studies 203: Famous Black Men and Women;
Anthropology 205: Anthropology of Sex;
English 395: Women Writers;
Fine Arts 325: Women Artists;
French 226: French and Francophone Women's Writing;
History 205: History of Women in the United States;
History 206: Women and the Family in World History;
Philosophy 203: The Philosophy of Women;
Spanish 300: Women Writers from Latin America;
Spanish 320: Women Writers from Spain;
World Literature 226: Contemporary Women Writers in World Literature.

THE WOMEN'S CENTER

In the interest of promoting cultural diversity, the **York College Women's Center** holds workshops and sponsors lectures and educational seminars, which promote the understanding of the social problems and laws regarding diversity and other social issues. The Center is another vehicle for promoting York College's affirmative action policies in the College and community. "Although the York College Women's Center's services are primarily geared towards the female student, the Center is committed to providing programs and services for male students and the entire York College Community" (taken from *York College Bulletin*, page 24). In addition, York College, through the Women's Center, is host to other activities organized by community bodies, which promote an understanding of social problems.

THE IMMIGRATION CENTER

As part of the Immigration Project, CUNY opened (at York College) an Immigration Center, which has established a volunteer corps of professionals to assist in reaching out to students, their families, and surrounding communities with immigration and naturalization services. This Center opened on April 7, 2006.

STAFF DEVELOPMENT

Staff Development Sessions are held throughout the year. One of the many topics focused upon is diversity in the workforce.

GENERAL PROGRAMS

Throughout the year, York College is the venue for an array of programs that reflect the many cultures in our city. Whether sponsored by an academic department, a planning committee, or even an individual faculty, staff, or student body member, these programs often address the problems of special groups in the community. Among those activities sponsored during the academic year 2005-2006, were the following films and lectures:

“Served Your Time but the Punishment Isn’t Over”

Sponsored by the Department of Political Science and Psychology

This lecture was given by Debbie Mukamal, Director of the Prison Re-entry Institute at John Jay College.

World AIDS Awareness Day

This event provided students with information, testing, and counseling regarding HIV & AIDS.

The York College/Community Commemorative Quilt Committee Art Exhibition and Annual Tribute to Martin Luther King, Jr. (January 9, 2006 – February 28, 2006)

Sponsored by the York College Quilt Committee

This art exhibition featured many local minority artists and presented a performance tribute to Martin Luther King, Jr. as part of the national holiday.

Disability Awareness Month (the month of April, 2006)

Sponsored by the 504/ADA Committee

This month-long schedule of activities included workshops, films, and even a Wheelchair Basketball Scrimmage. These activities sought to inform individuals about and assist individuals with various disabilities.

Enhancing Your Professional Appearance (March 21, 2006)

This comprehensive program explored the concept of professionalism. Speakers discussed how to create the “total” professional package, tools used to get the job, communication skills, and dressing for success.

Poetry and Culturally Responsive Pedagogy

Sponsored by the Department of Teacher Education

This event, featuring Dr. Lindamichelle Baron, demonstrated how teaching and learning are enhanced through poetry.

In addition to the aforementioned programs, Student Activities and other departments and programs sponsor and arrange activities – some community-based --which promote diversity on the campus. Among those programs held at York College during the calendar year were the following:

Film Series: (a new film most Tuesdays through the academic year)

Sponsored by the Department of Fine and Performing Arts

This series, curated by Margaret Vendryes and Tom Zlabinger, featured films such as *Black Orpheus*, *Frida*, *Ella Fitzgerald: Something to Live For*, *The Jazz Singer*, *Beat Street*, *Amandla*, *Pollock*, *Sarafina!*, and *High Art*.

Jazz Forum. (one Monday each month during the academic year)

Sponsored by the Performing Arts Center and the Department of Fine and Performing Arts

Students and community members got a chance to see a world-class jazz artist (including trombonist Steve Turre, bassist Luico Hopper, saxophonist Oliver Lake, vocalist Gino Stitson, and drummer Lenny White) perform and talk about music. Audience members were invited to play with the guest artist in a jam session setting. This series was free and open to the public.

African Film Festival (September 27-30)

Sponsored by the SEEK Department

This festival of films about the African Diaspora was accompanied by performances and presentations.

Ramadan Celebration (October 9, 2004)

Sponsored by the Students Activities Department

Prayer services were held to mark the beginning of Ramadan hosted by the Muslim Students at York College.

Diwali and Navratri Show (November 6, 2004)

Sponsored by the Student Activities Department

This is an annual presentation of the York College Indian Club.

Manifest Destiny: Border Crossing By Emerging Latin American Artists (November 20-23, 2006)

This art exhibit presented works by new Latino and Latina artists.

Chinese New Year Celebration (January 31, 2006)

Sponsored by the York College Chinese Student Association

This program (presenting traditional Chinese dance, music, and food) featured special guest speaker the Honorable John Liu (New York City Councilman) and the New York Chinese Cultural Center Dance of China.

Black History Month Activities (the month of February, 2006)**Sponsored by various organizations**

From the 17th Annual African American Read-In Chain (sponsored by the Black Caucus of the National Council of Teachers of English) to the culminating event (entitled “A Dedication to Coretta Scott King”) that celebrated the contributions made by African American culture, this month-long calendar included a wide array of activities and events. Some of these activities and events included: The Fourth Annual Art, Memorabilia, Poetry and Quilting Exhibition; a lecture about blacks in Aviation; “Sketches of My Culture” (an audio presentation by Cornell West followed by a discussion and soul food); and “The Black Storytelling Jubilee” (a program that featured stories and performances that represented the African Diaspora).

Women’s History Month Activities (the month of March, 2006)**Sponsored by various organizations**

This month-long series of events included: a Poetry reading in Spanish, featuring poet Laura Sabani and writer Nicole Cecilia Delga; a talk by Dr. Deborah Tannen, Professor of Linguistics at Gerogetown University; “Kayhan: We’ve Come Undone,” a series of monologues that dealt with immigration issues post 9/11; and “How Women’s Studies Changed My World,” a panel comprised of York students and professors who discussed the effect of Women’s Studies and feminism on their lives.

Callaloo 10 (May 5 and 6, 2006)**Sponsored by the Department of Fine and Performing Arts**

This dramatic presentation was a celebration by York College students of personal heritage through poetry, song, dance, prose, and photography from their ethnic roots.

XI. INTERNAL AUDIT AND REPORTING SYSTEM

The internal auditing systems of York College include the following:

A. Search Procedures

Administrative directors, department heads, and other personnel with hiring responsibilities must:

- 1) Receive from their divisional head approval to recruit;
- 2) Develop a Personnel Vacancy Notice (PVN); and
- 3) Complete a Recruitment Plan prior to initiating a search.

The Recruitment Plan is reviewed to ensure that the recruitment strategies are sensitive to York College's affirmative action policies and procedures and will help generate a diverse pool of candidates.

The search process is then monitored to ensure that the pool of interviewees is representative of the applicant pool and representative of the applicants who meet the minimum qualifications.

The Office of Compliance Programs and Legal Affairs processes letters of acknowledgment and requests to the applicants to complete (on a voluntary basis) and return the Pre-Employment Self Identification card. Search committees may begin candidate interviews after the Executive Director of CPLA certifies the applicant pool.

B. Personnel Procedures

The Human Resources Department, through the maintenance of the City University Personnel System (CUPS), provides reports describing various personnel actions to the Executive Director of CPLA on a timely basis. The personnel actions include, but are not limited to, new hires, promotions, and separations. This information enables the Executive Director of CPLA to monitor the College's personnel practices and to ensure there are no policies or procedures which have an adverse impact on any group.

XII. SEX DISCRIMINATION GUIDELINES

York College is committed to Title IX of the Education Amendments of 1972, Public Law 92-318, which prohibits sex discrimination in federally-assisted education programs. This law addresses the issue of sexual discrimination.

It states in part:

"No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance..."

York College fully complies with all applicable requirements of the OFCCP Sex Discrimination Guidelines. In addition to our policy statement, we will continue to do the following:

1. Recruit and hire faculty and staff of both sexes for all jobs.
2. Place employment advertisements that do not express a sex preference for any job
3. Implement personnel policies do not and will not discriminate on the basis of sex. Furthermore, employees and applicants of both sexes are and will be equally considered for all positions they are qualified to perform.
4. Administer employment opportunity, wages, hours, conditions of employment, pensions, and employee fringe benefits regardless of sex or marital status.
5. Treat married and unmarried men and women equally in all personnel actions, including all benefits. Employment will not be denied to women with young children or men with young children. The number or age of children will not be a factor in job offers. Retirement benefits are equal for both sexes.
6. Provide appropriate physical facilities for employees and applicants of both sexes.
7. Ensure that seniority lists are not based on sex.
8. Ensure that wage schedules are not related to or based on the sex of the employees.
9. Afford women equal opportunity for management positions. This is confirmed in statistics having to do with the Higher Education Officer Series.

In addition, York College will continue the following:

10. Special Leaves for Child Care: Under the Family Medical Leave Act (FMLA), leaves for the purpose of caring for a newborn infant or for placement with the employee of a son or daughter for adoption or foster care shall be granted to any employee without regard to sex. Provisions for childcare leave are detailed more fully in Section 18-a-3 of the CUNY DC 37 Agreement and in Article 16.8 of the PSC/CUNY Agreement.
11. Sexual Harassment: It is the policy of The City University of New York and York College to promote a cooperative working and academic environment in which there is mutual respect for all University students, faculty, and staff. Harassment of employees or students based on sex is inconsistent with this objective and contrary to the University's updated Non-Discrimination Policy, issued February 1, 2005: "Sexual harassment is illegal under Federal, State and City laws, and will not be tolerated within the University." The University endeavors to maintain a work and academic environment free of sexual harassment and to prevent such conduct in the University. It is a violation of University policy for a member of the University community to engage in sexual harassment or to take action against an individual for reporting sexual harassment. To this end, the University issued revised and updated Sexual Harassment policy and procedures on February 1, 2005, and directed the colleges to merge and revamp their Sexual Harassment Panel and Education Committees into one "Sexual Harassment Intake and Awareness Committee" with a membership of 6 to 8 persons. The members will have "the responsibility for educating all employees and students about sexual harassment" as well as the responsibility to "receive complaints of sexual harassment from members of the College community, explain University complaint procedures and to refer individuals and/or the complaint to the Sexual Harassment Coordinator." (See **Appendix C.1** for a copy of the "Sexual Harassment Procedure & Policy" booklet which was updated 10/26/05.)
12. Seniority System: Gender is not a factor in our seniority system, and the system is equal for all employees regardless of gender. (See opening statement of Affirmative Action Policy.)
13. Discriminatory Wages: Wage schedules are the same for both sexes. There is equal pay for equal work. Jobs are not restricted to one sex. Employees are allowed to transfer to any position they are qualified to hold.
14. Affirmative Action: In keeping with the principles outlined in the new "Non-Discrimination Policy," the pamphlet was updated, and the updated pamphlet was issued on February 1, 2005, York College will continue to seek women and minorities for all positions, with special emphasis on those positions where they are not employed. Equal opportunity is provided to all of our employees and applicants in all functions of this college.

XIII. RELIGIOUS/NATIONAL ORIGIN DISCRIMINATION

York College's Equal Employment Opportunity Policy expresses its commitment to prohibit discrimination based on religion against applicants for employment and employees, in any of the following: recruitment, advertising, hire, upgrading, demotion, transfer, layoff, termination, rates of pay and other forms of compensation.

No distinction based on religion shall apply in employment opportunities, wages, hours of work, or other conditions of employment. Efforts are made to accommodate the religious observances and practices of an employee unless it is unreasonable to accommodate such practices and an accommodation would result in an undue hardship on the conduct of business.

Further, York College does not discriminate because of an individual's place of origin, or his or her ancestor's place of origin, or because an individual has the physical, cultural or linguistic characteristics of a certain national origin or group. Furthermore, it is against college policy to discriminate because of a marriage to or association with persons of a particular national origin or group; or due to membership in or association with an organization identified with the interests of a particular national origin or group; or because an individual's name or spouse's name is associated with a particular national origin or group.

It is against college policy to delay equal employment opportunity on the basis of national origin, as defined herein:

1. Against applicants seeking employment;
2. In treatment of employees, including, but not limited to, demotion, upgrading, transfer, recruitment, layoff, termination, compensation, fringe benefits, promotion, assignment of duties, and selection for training.

All employees at York College are entitled to an equal opportunity for advancement to positions of greater responsibility and authority based upon their skills and abilities.

York College takes affirmative action to ensure that applicants are employed and that during employment faculty and staff are treated without regard to their religion or national origin. Such action includes but is not limited to: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, termination rates of pay or other forms of compensation.

York College does not ascertain religious affiliation, and assessment of ethnicity is confined to the affirmative action categories.

York College communicates the obligation to provide equal opportunity without regard to religion or national origin in such a manner as to foster understanding, acceptance, and support among the administrators, supervisors and all employees, as follows:

1. Employees are periodically reminded of the College's commitment to equal employment opportunity for all persons, without regard to religion or national origin.

2. Assistance and support of all recruitment sources is required for the College's commitment to provide equal employment opportunity without regard to religion or national origin.
3. Neither national origin nor religious affiliation is a criterion for promotion or transfer.
4. Vacancy notices are sent to both religious and ethnic groups and the College is pleased to accept and consider applications from these categories.

XIV. AFFIRMATIVE ACTION PLAN FOR THE DISABLED

POLICY

York College of The City University of New York is committed to the Americans with Disabilities Act (ADA) of 1990, which extends federal civil rights protection in several areas to people who are considered "disabled." The act seeks to dispel stereotypes and assumptions about disabilities, and to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for disabled people. To achieve these objectives, the law prohibits entities from excluding people from jobs, services, activities or benefits based on disability.

Not every disabled person is covered by the ADA. Certain standards must be met for a person to qualify for the Act's protection. To be considered "disabled" under ADA, a person must have a condition that impairs a major life activity or a history of such a condition, or be regarded as having such a condition. A disabled person must also be qualified for the job, program, or activity to which he or she seeks access. To be qualified under ADA, a disabled person must be able to perform the essential functions of a job or meet the essential eligibility requirements of the program or benefits, with or without an accommodation to his or her condition.

York College does not discriminate against any employee or applicant for employment because of physical or mental impairment with regard to any position for which the employee or applicant is qualified. York College agrees to take affirmative action to employ, advance in employment, and otherwise treat qualified disabled individuals without discrimination based upon their physical or mental disability in all employment practices such as the following: employment, upgrading, demotion or transfer, forms of compensation. York College agrees to comply with the rules, regulations, and relevant orders of the Secretary of Labor pursuant to hiring and retention of the disabled.

It is required that all officers of administration, executive officers, office heads, faculty and staff adhere to the principles and requirements of the York College Affirmative Action Plan.

1. York College assures the thorough and systematic consideration of the job qualifications of known applicants and employees with disabilities for job vacancies filled either by hiring or promotion.
2. York College does not currently require any qualifications for employment outside of the credentials and experience required by the University.
3. Supervisors and office heads may be informed regarding the restrictions in the work or duties of disabled individuals and regarding accommodations.
4. First aid and safety personnel may be informed, when and to the extent appropriate, if the condition might require emergency treatment.
5. Government officials, investigating compliance with the Act, shall be informed.
6. York College will make a reasonable accommodation to the physical or mental limitations of employees or applicants with disabilities.

7. In offering employment or promotions to individuals with disabilities, York College will not reduce the amount of compensation offered because of any disability income, pension or other benefit the applicant or employee receives from another source.
8. York College will periodically review its employment practices to determine whether its personnel program provides the required affirmative action for employment and advancement in employment of qualified individuals with disabilities.

IMPLEMENTATION

York College will take the following actions to implement its program for employees and prospective employees with disabilities:

1. Foster understanding and acceptance among the College's executive, managerial, supervisory, and all other employees and to encourage such persons to take the necessary action to aid the College in meeting its obligation.
2. Develop reasonable internal procedures to ensure that the program is being fully implemented.
3. Annually inform all employees and prospective employees of its commitment to engage in affirmative action to increase employment opportunities for individuals with disabilities.
4. Establish meaningful contacts with appropriate social service agencies, organizations of and for individuals with disabilities.
5. Plan and implement activities for Disability Awareness Month (the month of April as declared by the Chancellor of CUNY).
6. Continue to take positive steps to attract qualified persons with disabilities not currently in the work force who have requisite skills and can be recruited through affirmative action measures.

The College implements and disseminates its policy with respect to individuals with disabilities as follows:

1. Publicizes it in college publications.
2. Explains the intent of policy in meetings with executive, managerial, and supervisory personnel and conveys the attitude of President Keizs with respect to this policy.
3. Explains the policy at employee meetings and identifies individual employee responsibilities.
4. Discusses the policy thoroughly in employee orientation and training programs.

5. Meets with union representatives to inform them, periodically, of College policy.
6. Continues to publish non-discrimination clauses in union agreements.
7. Posts the President's statement of policy on the York College website and on bulletin boards along with a statement that employees and applicants are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Responsibility for Implementation

The Executive Director of CPLA has the responsibility for implementation of equal opportunity programs, including the program on individuals with disabilities. She has been designated to coordinate Section 504/ADA compliance efforts at York College.

Implementation responsibilities include, but are not limited to, the responsibility to:

1. Develop policy statements, affirmative action programs, internal and external communication techniques. This process includes the review of all advertising for employment;
2. Assist in the identification of problem areas;
3. Assist line management in arriving at solutions to problems;
4. Design and implement audit and report systems that measure effectiveness of the College's programs;
5. Indicate need for remedial action;
6. Determine the degree to which the College's objectives have been attained;
7. Serve as liaison between the College and enforcement agencies;
8. Serve as liaison between the College and organizations of and for persons with disabilities; and
9. Keep management informed of latest developments in the entire equal opportunity area.

Development and Execution of the Program

1. The Executive Director of CPLA approves position descriptions and employee specifications which, when used by the College, are made available to all personnel involved in the recruiting, screening, selection and promotion process. The College will evaluate the total selection process to ensure freedom from stereotyping persons with disabilities in a manner, which limits their access to all jobs for which they are qualified.

2. All personnel involved in recruitment, screening, selection, promotion, disciplinary, and related processes are informed about the College's Affirmative Action Program.
3. The College invites employees who believe themselves covered under the Act and who wish to benefit under the Affirmative Action Program to identify themselves. The invitation states that the information is voluntarily provided, that it will be kept confidential, that refusal to provide it will not subject the employee to any adverse treatment, and that it will be used only in accordance with the Affirmative Action Program.

Further assurances:

- (a) An employee may inform the College at any future time of his or her desire to benefit under the program.
- (b) The College is obligated to take affirmative action with respect to those applicants or employees of whose disability the College has actual knowledge.
- (c) Nothing in the foregoing shall relieve the College from liability for discrimination under the Act.

ACCOMMODATION FOR PERSONS WITH DISABILITIES

In the hiring process, York College surveys all hires as to their need for accommodation. This procedure is followed for each new employee, regardless of job group. Thereafter and in order to keep current, the Personnel Office surveys each member of the campus at the beginning of each spring semester.

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

York College of The City University of New York has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Office of Civil Rights regulations implementing section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that "no otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."

Complaints should be addressed to Dr. Olga Dais, Esq. (Telephone: 718-262-2141), who has been designated to coordinate section 504 compliance efforts.

1. A complaint should be filed in writing or verbally, should contain the name and the address of the person filing it, and should briefly describe the alleged violation of the regulations.
2. A complaint should be filed within 30 days after the complainant becomes aware of the alleged violation. This requirement can be waived at the discretion of the Committee on the Disabled. (Processing of allegations of discrimination, which occurred before this grievance procedure was in place, will be considered on a case-by-case basis.)

3. An investigation, as may be appropriate, shall follow a filing of a complaint. The 504/ADA Committee Coordinator shall conduct the investigation. He or She may, at his or her discretion, request the assistance of one or more members of the Committee on the Disabled. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. Under the Office of Civil Rights regulations, the College need not process complaints from applicants for employment or from applicants for admission to post-secondary educational institutions.
4. A written or verbal determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the 504/ADA Coordinator and a copy forwarded to the complainant no later than 30 days after its filing. This requirement can be waived at the discretion of the Committee.
5. The Section 504/ADA Coordinator shall maintain the files and records of York College relating to the complaints filed.

XV. AFFIRMATIVE ACTION PLAN FOR DISABLED VETERANS & VETERANS OF THE VIETNAM ERA

York College takes affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam Era at all levels of employment, including the executive level. Such action applies to all employment practices, including, but not limited to, the following: hiring, upgrading, demotion or transfer, recruitment or recruitment advertising, or termination.

York College has invited all disabled veterans and veterans of the Vietnam Era who wish to benefit under the Affirmative Action Program to identify themselves. The invitation states that the information is voluntarily provided, that it will be kept confidential, that refusal to provide it will not subject the applicant or employee to any adverse treatment, and that it will be used only in accordance with the Act and regulations. If an applicant or employee so identifies himself or herself, the College will also seek the advice of the applicant or employee regarding proper placement and appropriate accommodation, if such placement and accommodation is possible.

An employee may elect, at a future time, to inform the College of his or her desire to benefit from this program. Nothing in these provisions shall relieve the College from liability for discrimination under the Veterans Readjustment Act.

When applicable, the application or personnel records of each known covered veteran are annotated to identify each vacancy for which he or she was considered, and the form will be quickly retrievable for review by the agency, the Department of Labor, and the College's Affirmative Action staff for use in investigations and internal compliance activities.

1. When applicable, the personnel or application record of each known covered veteran will include the identification of each promotion for which he or she was considered.
2. When an applicant or employee is selected for hire or promotion and the College undertakes an accommodation which makes it possible to place a covered veteran in the job, the application form or personnel record will contain a description of that accommodation.
3. When warranted, articles on accomplishments of disabled veterans and veterans of the Vietnam Era will be included in College publications.
4. College policy regarding disabled veterans and veterans of the Vietnam Era is posted. The statement that employees and applicants are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act is also posted.

5. Physical and Mental Qualification.

The College does not currently require any qualifications for employment outside of the credentials required by the University.

The College may conduct a comprehensive medical examination to be used only in the requirement of this section. Should the College inquire into an applicant's or employee's physical or medical condition, such information will be kept confidential except that:

- a. Supervisors and office heads may be informed regarding restrictions on the work or duties of disabled veterans;
- b. First aid and safety personnel may be informed, where and to the extent appropriate, if the condition might require emergency treatment;
- c. Governmental officials investigating compliance with the Act shall be informed;
- d. The College will make a reasonable accommodation for the physical and mental limitations of a disabled veteran.
- e. In offering employment or promotions to disabled veterans and veterans of the Vietnam Era, the College will not reduce the amount of compensation offered because of any disability income, pension or other benefit the applicant or employee receives from another source.
- f. Outreach, positive recruitment, and external dissemination of policy for disabled veterans and veterans of the Vietnam Era are ensured as follows:
 1. The College is fully aware of its obligation to engage in affirmative action efforts to employ qualified disabled veterans and veterans of the Vietnam Era in such a manner as to foster understanding, acceptance and support among the College's executive, managerial, supervisory staff, and all other employees.
 2. Disabled veterans and veterans of the Vietnam Era receive no less consideration for promotion than any other category of employee.
 3. The College periodically informs all employees and prospective employees of its commitment to engage in affirmative action to increase employment opportunities for qualified disabled veterans and veterans of the Vietnam era.
 4. The College enlists the assistance and support of the local Veterans Employment Representative or his or her designee in the nearest State Employment Service Office as a recruiting source.
 5. Referral of job vacancy notices to Veterans service organizations is done through the University vacancy notice distribution system.

6. The College reviews employment records to determine the availability of promotable qualified known disabled veterans and veterans of the Vietnam Era, and to determine whether or not their present and potential skills are being fully utilized or developed.
7. Written notification of College policy is sent (by the appropriate college official) to subcontractors, vendors, and suppliers, requesting appropriate action on their part.
8. The College considers qualified disabled veterans and veterans of the Vietnam Era, who are not currently in the work force and who have the requisite skills, for recruitment through affirmative action measures.
9. Known disabled veterans (if any) and veterans of the Vietnam Era are afforded the opportunity to participate in College-sponsored educational, training, recreational, and social activities.
10. Career counseling is arranged by Human Resources for known disabled veterans and veterans of the Vietnam Era with the Central Office of The City University of New York.
11. All personnel involved in the recruitment, screening, selecting, promotion, disciplinary, and related processes, are advised of the College's commitment to the Affirmative Action Program.

This Affirmative Action Plan for the Reporting Period 7/01/05 to 6/30/06 is respectfully submitted.

Signed:

Marcia V. Keizs, President,
York College of CUNY

Olga Dais, Executive Director,
Compliance Programs & Legal Affairs

(Date)

(Date)