

YORK COLLEGE

2006 - 2007 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, 2006 through June 30, 2007. It is renewed annually and is in effect from September 1, 2007 through August 31, 2008.

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 prompt 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 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 communications, 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, 2007**, 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

Panayiotis Meleties, Ph.D., Acting Dean

Dana Fusco, Ph.D., Acting Associate Dean

Cynthia Haller, Ph.D., Acting Associate Dean

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

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

Ronald Thomas, M.A., Dean

Yvette C. Urquhart, M.B.A., Associate Dean

Peter Tighe, Chief Information Officer

- **Division of Student Development:**

Janis Jones, Ed.D., Acting Vice President

Paula Lalande, Ed.D., Acting Associate Dean

- **Division of Institutional Advancement:**

Elizabeth Seidman, B.A., Executive Director Development & Alumni Affairs

**** Ivelaw L. Griffith, Ph.D., Provost/Senior Vice President Academic Affairs assumed his new position on July 2, 2007.**

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 Equal Opportunity and Nondiscrimination 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.

“Statement of Equal Opportunity and Nondiscrimination”

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 nondiscrimination. 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 listed on the next page 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.
- **Olga Dais, Esq.** is the Coordinator of the Sexual Harassment Awareness and Intake Panel. **Ms. Brunilda Almodovar, Prof. Lindamichelle Baron, and Prof. Farley Mawyer** are Deputy Coordinators of this Panel which has the responsibility to receive, review, and investigate complaints of sexual harassment and educate all employees and students about sexual harassment. Dr. Dais's office is located in Room AC-2H05 and her telephone number is (718) 262-2140. Ms. Almodovar's office is located in Room AC-1G02, and her telephone number is (718) 262-2272. Prof. Baron's office is located in AC-1D05, and her telephone number is (718) 262-2938. Prof. Mawyer's office is located in Room AC-2C07, and his telephone number is (718) 262-2939.
- **Olga Dais, Esq.** is the Coordinator for the York College 504/ADA Committee which has the responsibility for supporting the office of CPLA 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. Dais's office is located in Room AC-2H05 and her telephone number is (718) 262-2140.
- **Olga Dais, Esq; Prof. Charles Coleman; Prof. Shirley Ostholm; Prof. Eva Vaquez** are the Coordinators of the Pluralism and Diversity Committee (formerly three separate committees: Affirmative Action, Pluralism and Diversity, and Title IX), which has the responsibility of supporting the office of CPLA in maintaining the diversity of the College Community. Prof. Coleman's office is located in Room AC-2B10, and his telephone number is (718) 262-2525. Prof. Ostholm's office is located in Room AC 4D06, and her telephone number is (718) 262-2692. Prof. Vasquez's office is located in Room AC-3C10 and her telephone number is (718) 262-2437.

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, regardless of their ethnicity or cultural background. York College will continue to support the spirit and goals of Equal Opportunity and Affirmative Action and require that administration, faculty, and staff be familiar with the regulations to assure compliance in their respective areas of responsibility. We invite you visit the York College CPLA website at www.york.cuny.edu/cpla, for more detailed descriptions of the various policies (ex. The Sexual Harassment: Procedure & Policy).

As President, I urge you to persist in the active recruitment, retention, and development of a diverse workforce. I will do all that I can to support those efforts on our path to excellence.

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 resolution of any of its committees, and the policies, programs, and lawful resolution 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 of 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: 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, Prof. Farley Mawyer, Mr. Paul Murtha, Ms. Joyce Roper, and Ms. Regina Varin-Mignano.

The responsibilities of the 504/ADA Coordinator are:

1. To keep records of all complaints filed;
2. To investigate circumstances 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 Coordinator: Olga Dais, Esq.

Deputy Coordinators: Ms. Brunilda Almodovar, Prof. Lindamichelle Baron, and Prof. Farley Mawyer

Members of the Committee are: Ms. Caroline Campbell, Prof. Charles Coleman, Prof. John Drobnicki, Ms. Marjorie Dunbar, Lt. Tyrone Forte, Prof. Michele Gregory, Ms. Jean Phelps, Mr. Randy Punter and Ms. Gail Marshall.

The responsibilities of the Sexual Harassment Awareness and Intake Committee Coordinator is:

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. Pluralism and Diversity Committee (includes Affirmative Action and Title IX)

Committee Co-Coordinators: Olga Dais, Esq., Prof. Charles Coleman, Prof. Shirley Ostholm and Prof. Eva Vaquez

Members of the Committee are: Prof. Lindamichelle Baron, Mr. Martin Colucci, Ms. Dawn Hewitt, Prof. Njoki-Wa Kinyatti, Ms. Linda McKinzie, Ms. Cynthia Murphy, Prof. Veronica Shipp, Mr. Ron Stanley, Mr. Stephen Tyson, and Ms. Gail Marshall

The responsibility of the Pluralism and Diversity Committee is to support the office of CPLA in maintaining the diversity of the College Community.

V. IMPLEMENTATION OF RESPONSIBILITY

A. The 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. The 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, 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/Senior Vice President for Academic Affairs, Chief Operating Officer/Vice President for Administrative Affairs, and Vice President Student Development) 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 Affirmative Action Plan is posted on the CPLA website at www.york.cuny.edu/cpla.
3. The report is distributed and reviewed with the President's Cabinet and Department Chairs.
4. 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 for CUNY headquarters.
5. Posters are displayed throughout the campus in high visibility areas;
6. Copies of the entire Affirmative Action Plan are kept on file in the Library, the Offices of: Compliance Programs & Legal Affairs, Academic Affairs, and Faculty and Staff Relations.
7. Periodic meetings are held with department chairs and unit directors;
8. A non-discrimination clause is included in the union contracts; all contractual provisions are reviewed to ensure that they are non-discriminatory; and
9. 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/AA 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/AA 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/AA 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 B.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 ensures efficient and timely tracking of this important data. (See Appendix B.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.

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 form,
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 Director 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 list of 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 Personnel & Budget 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, 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)--were 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. CUNY's Report Discrimination Form can be found under Policies on the CPLA website www.york.cuny.edu/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 (verbally or in writing).

VIII. RESULTS OF STATISTICAL ANALYSES

A. Data Collection

The data used in the preparation of this report was collected from CUPS reports run as of June 30, 2007 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, 2007
54	Executive / Administrative / Managerial
168	Faculty
62	Professional / Non-Faculty
70	Secretarial / Clerical
26	Technical / Para-Professional
18	Skilled Trades / Crafts
85	Service / Maintenance
483	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 **321 minority staff** members, representing **66%** of the total workforce. There are **239 women**, representing **49%** of the total workforce. They are employed in all but one category (Skilled Trades/Crafts).

A major change in the Executive/Administrative/Managerial total from the previous year is due to additions to the original group. This group not only includes the staff members on the Executive Compensation Plan, but also HE Officers, HE Associates, and Managerial titles with EEO6 Job Category 10 titles. As a result of this grouping, there was a significant increase in the figures for the Executive/Administrative/Managerial group to 54 from 12 last year. Also as a result of this change in grouping the Professional/Non-Faculty count decreased to 61 from 74.

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 jobs categories were treated as separate job groups: Chief Administrative and Administrative Superintendent of Buildings & Grounds, Computer Systems Manager, College Accountant, Basic Crafts, Skilled Trades/Crafts (Supervisory), 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 calculations 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 the number) were included as underutilization. The groups too small to analyze are listed on page 19.

The following is a list of the number of staff underutilized in the affirmative action units by ethnicity, and females. Our analysis separates the levels of faculty (i.e. Professorial, Instructor, Lecturer) wherever at least 5 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 2007 Utilization Analysis:

STAFF CATEGORY	UNDERUTILIZATION
Executive / Administrative	
Administration I (Executive Compensation Plan)	One Hispanic and One Asian
Administration II (HEO/HEA)	Two Hispanics
Administration III (HEa/aHEO)	One Asian
Administration IV (CLT)	One Female and One Hispanic
Faculty	
(NOTE: Numbers include Professors, Associate Professors, and Assistant Professors)	
Accounting and Business	One Female
English	Two Females and One Hispanic
Fine and Performing Arts	One Female
Foreign Languages	One Asian
Health Sciences	One Female
History and Philosophy	One Female
Library	Two Females
Mathematics and Computer Studies	Three Females
Natural Sciences	Four Females and One Hispanic
Political Science and Psychology	Six Females and One Asian
Social Sciences	One Hispanic
Classified	
CUNY Administrative Assistant	Three Hispanics and One Asian
CUNY Office Assistant	One Hispanic
Service and Maintenance	
Custodial Assistants	Seven Hispanics
Skilled Trades / Crafts	One Female and Four Hispanics
Security	
Campus Peace 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 below, and show staff numbers in the ethnic groups, with total incumbents, and underutilizations in the last 2 columns.

GROUPS TOO SMALL TO ANALYZE							
<u>(Showing: # in Ethnic Groups; Total # Incumbents in Unit; and # of Underutilizations)</u>							
FACULTY							
Affirmative Action Unit	Female	Minority	Black	Hispanic	Asian	Total	Underutilized
Accounting & Business - Lecturers	0	0	0	0	0	1	One Female
Education - Lecturers	1	1	1	0	0	2	One Female
English - Lecturers	3	1	1	0	0	3	None
Foreign Languages - Lecturers	1	1	0	1	0	1	None
Math & Computer Sciences - Lecturers	1	2	2	0	0	2	None
Social Sciences - Lecturers	1	2	2	0	0	2	None
Fine & Performing Arts - Instructors	0	0	0	0	0	1	One Female
Foreign Languages - Instructors	1	0	0	0	0	1	None
Library - Instructors	1	1	0	0	0	1	None

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

In this category, four Executives, one Administrator and one Managerial staff members. The gender and ethnic breakdown follows:

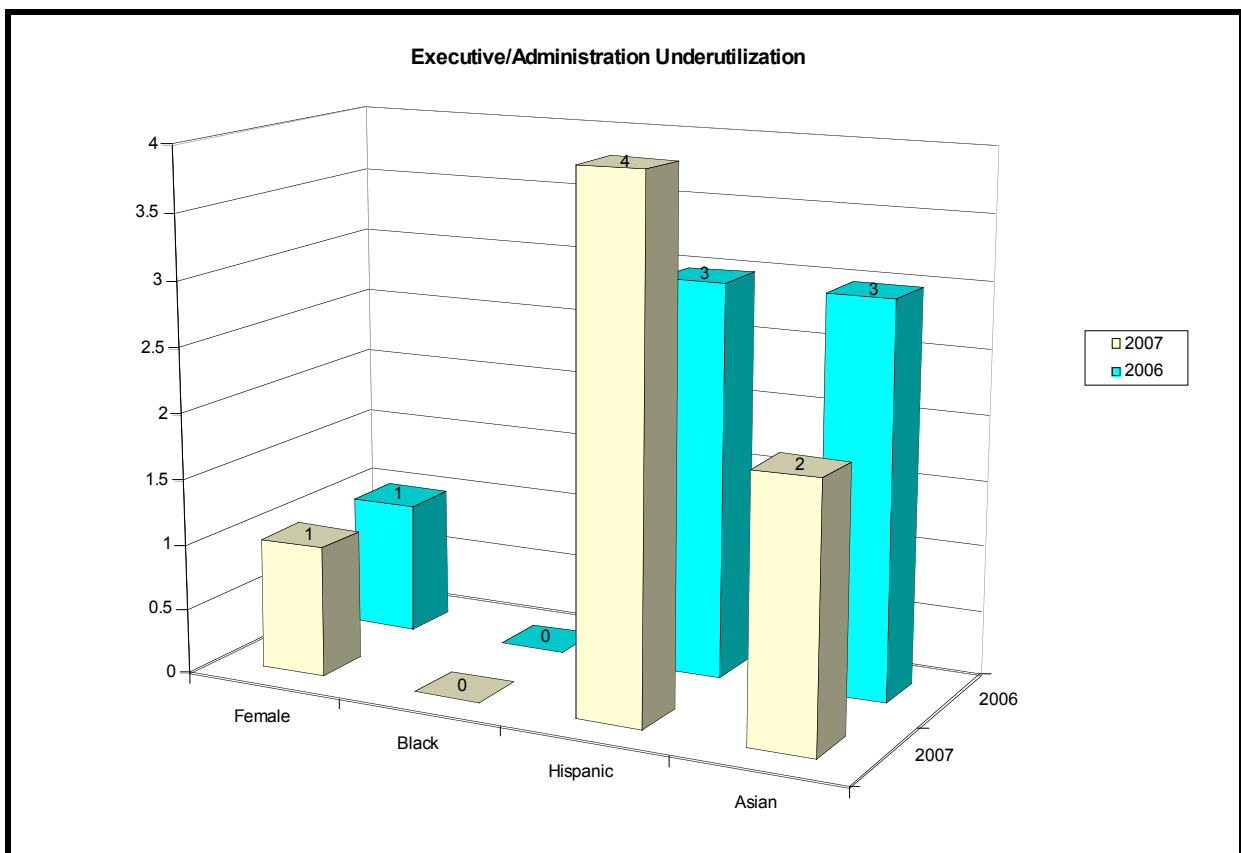
Executives: 1 White male, 1 White female

Administration: 1 Black female

Managerial: 1 Hispanic male.

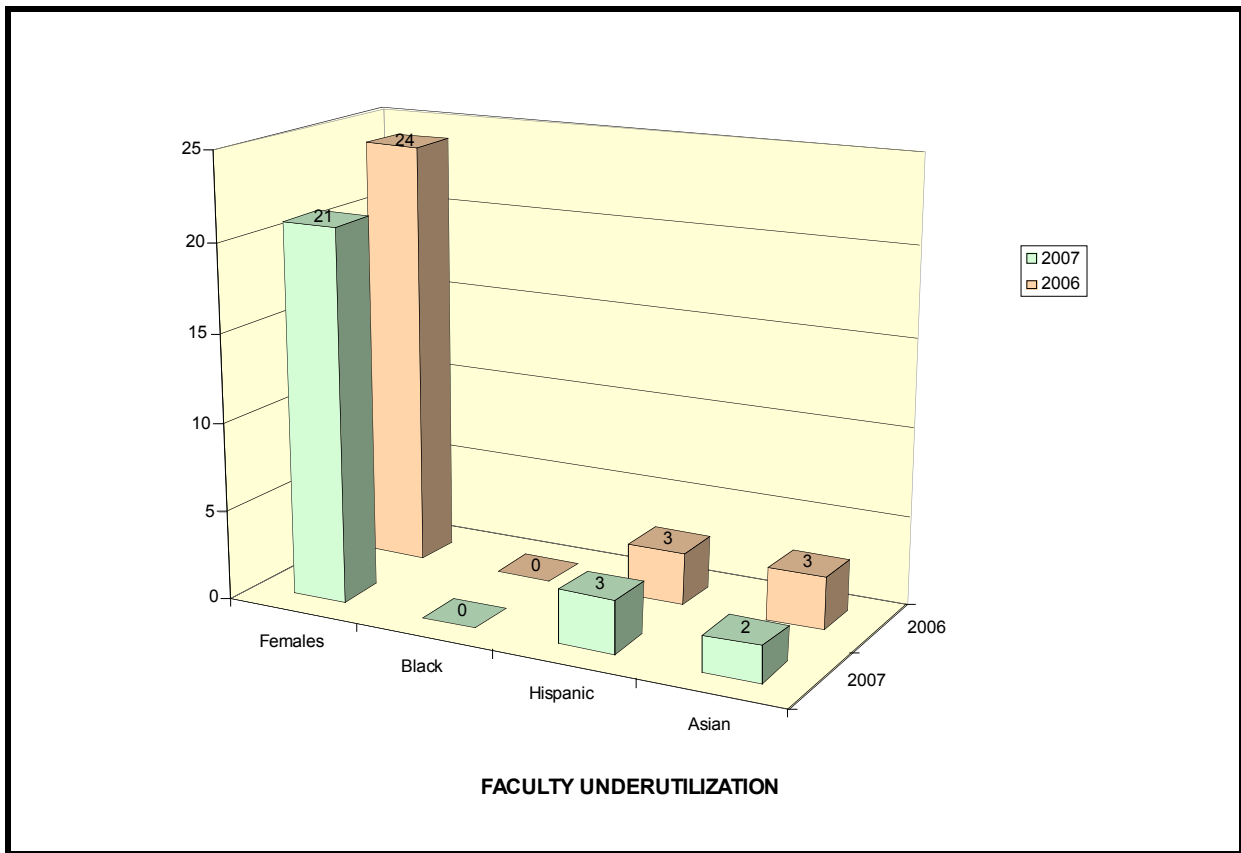
There were also four **Promotions** into the Executive Group. All four were females: 2 Black and 2 White.

With this year's changes, underutilization has remained the same in Administration I (there is an underutilization of 1 Hispanic and 1 Asian for 2005, 2006 and 2007); and Administration II (there is underutilization of 2 Hispanics). In Administration III there was improvement (underutilization was down from 2 Asians to 1 Asian). However, there was a slight increase in underutilization in Administration IV (from 1 female to 1 female and 1 Hispanic).



2. Faculty

York College hired 15 new faculty during the past year. The group consisted of 12 females and 3 males. Of the new female faculty hires, 2 are Asian, 3 are Black, 2 are Hispanic, and 5 are White. Of the new male faculty hires, 1 is Black and 2 are White.



For the academic year 2006-2007, underutilization in the faculty ranks has shown some improvement in the departments. Health and Physical Education has no underutilization this year, down from 1 Hispanic last year. The Library is down 1 female from last year and currently has 2 active searches. Natural Sciences is down 1 female also, and Social Sciences is down 1 Asian from last year.

This year, there was **no** underutilization in the Department of Education for the third year in a row.

However, when viewed as a single group and weighted for all fields, there is no minority underutilization, but overall there remains underutilization of female faculty.

Underutilization for the Faculty group is present in the following departments:

Accounting & Business
English
Fine & Performing Arts
Foreign Languages
Health Sciences
History & Philosophy

Library
Mathematics & Computer Studies
Natural Sciences
Political Science & Psychology
Social Sciences

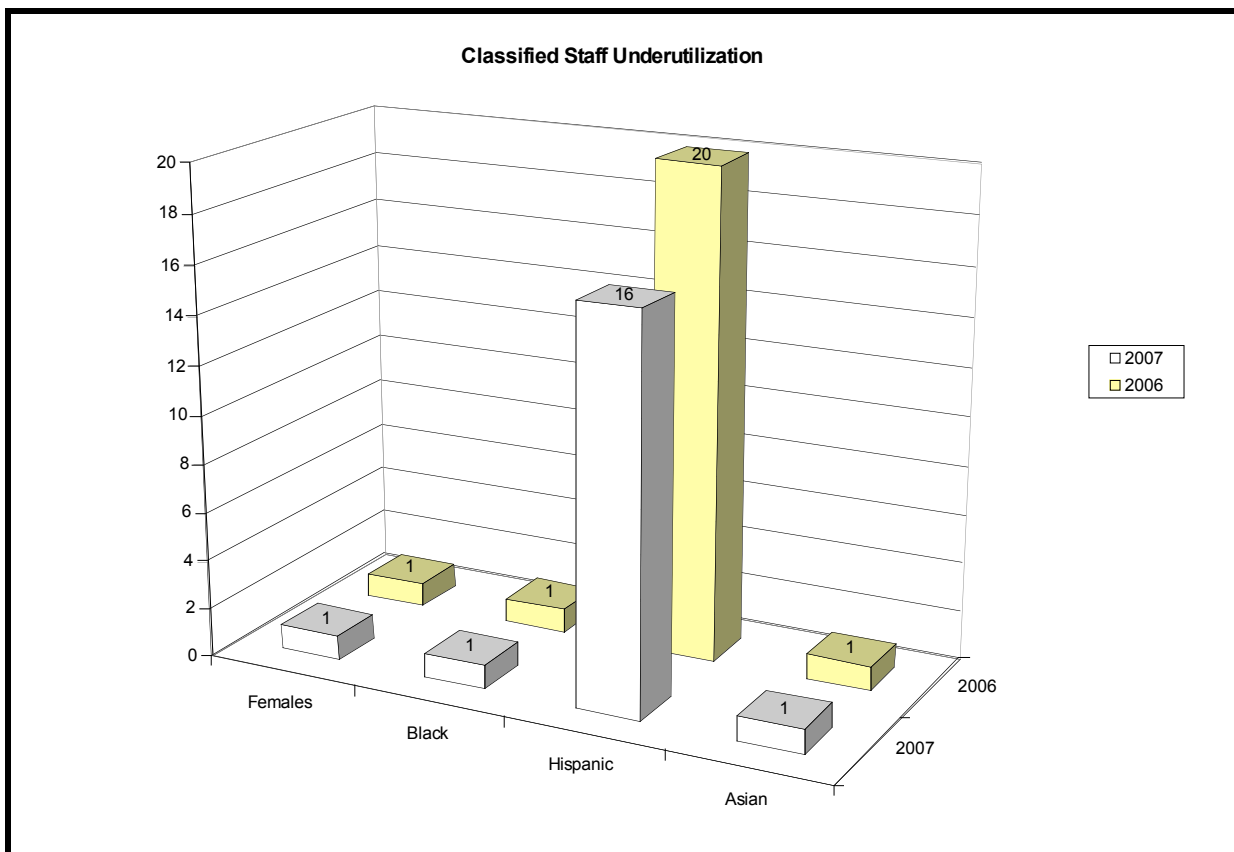
There are several recent new hires (not included in this year's analysis due to September start dates) that will positively impact faculty underutilization numbers in next year's report.

This year's (2006-2007) report shows a slight decrease in underutilization. Some progress, through faculty hires, has been off-set due to retirements.

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 reduce the various underutilizations in our Faculty ranks by next year's reporting. Expansion in the History/Philosophy department and 3 active searches in the Mathematics and Computer Studies department may yield positive improvements in York College's utilization figures.

3. Classified

The classified positions show an improvement over last year. Although the overall numbers remain the same there was movement within the job classification, for example: underutilization for the CUNY Administrative Assistant and Office Assistant position were both down 1 Hispanic, underutilization for Custodial Assistant and Skilled Trades were each down 1 Hispanic.



A total of twenty-one (21) new hires were placed in classified staff positions (11 CUNY Office Assistants, 4 Skilled Trades, 2 Technical/Paraprofessionals and 4 Service Maintenance). All of the CUNY Office Assistants were female; (7 Blacks, 1 Asian, 1 Hispanic, 1 White and 1 American Indian/Alaskan Native). In the Skilled Trades group, all 4 new hires were White males. The Service Maintenance new hires was composed of 1 White male, 1 Black male, 1 Black female, and 1 Asian male. This group consists of a Campus Peace Officer and a Campus Security Assistant.

There was modest improvement in the Custodial Assistant area which is down 1 Hispanic; and in the Skilled Trades which is also down 1 Hispanic.

A continuous dialog is maintained with the Dean of Faculty and Staff Relations, who is also the Director of Human Resources and the Associate Director of Human Resources to address problems with underutilization in specific areas of classified staff.

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 and Staff Relations/Director of Human Resources and the Chief Administrative Superintendent of Building & Grounds 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 reduce the underutilization of females and Hispanics. The Executive Director of CPLA has met with the Dean of Administrative Affairs and he 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 areas of concern. The overall Minority hiring rate was 8.0% (32 of 603 total applicants), this rate is up 0.3% from last year. York College hired 51 persons into permanent full-time positions and 32 of those individuals (62.7%) were minorities. In the analysis of Non-Minority vs. Minority new hires, there is only one group where Minority is the "Favored Group" this year, and that is the Faculty Group. Last year minorities were favored in 5 of the 7 groups.

The female hiring rate this year is 11.0%, which is up from last year's rate of 7.3%. Three areas in which males were the "Favored Group" were Executive/Administration/Managerial, Professional / Non-Faculty and Skilled Trades. In the Executive /Administration/ Managerial group, of the 4 new hires - 2 were females, and one was a male Hispanic. Of the 108 applicants that applied for positions, 66 (61.1%) were female. In the Skilled Trades there were 32 applicants, all were male. A change in "Favored Group" this year is the inclusion of Professional / Non-Faculty which replaced Service Maintenance. Of the 8 hires in that group, 5 were female, and of the 129 applicants, 101 were female (78.3%).

Total underutilization for the college is 23 females and 29 minorities - (23 Hispanic, 5 Asian and 1 Black). These figures show improvement over last year when the underutilization for females was 28 and minorities was 37. It is encouraging to see progress, but it also alerts us to the need to continue to strive towards reducing underutilization in all categories on the campus.

The Promotion Analysis showed no significant differences in the overall promotion rate of incumbent populations. There was a total of 11 promotions, 3 males and 8 females. Within the group, 6 were minority and 5 were non-minority. There were 4 promotions in the Executive /Administration/Managerial group, 4 in the Faculty ranks, 2 in the Professional / Non-Faculty and 1 in Service Maintenance.

The promotion analysis showed 2 categories where both Minority and Non-Minority were the "Favored Group." For Minority, those groups were Professional/Non-Faculty and Service Maintenance. For Non-Minority the groups were Executive/Administration/Managerial and Faculty.

The Termination Analysis showed no major concerns for any of the job classification groups. Total terminations for the period were 39 employees, which equaled 17 males and 22 females. Minorities were 66.7% (23) of total terminations and Non-Minorities were 33.3% (13). However, when the analysis is compared to incumbents Minority and Non-Minority terminations were 8% of their population group. Males were 7% of the incumbents and females were 9% of incumbents.

F. Tenure Eligibility Analysis

For those hired before September 1, 2006, in the fourth year of full-time service the Department and College-wide P&B Committees may forward these faculty members for consideration for tenure. However, under the new Collective Bargaining Agreement, those hired on or after September 1, 2006 had the option to be considered after either the fourth or sixth year of full-time service. 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 service").

This year 3 Faculty members and one College Lab Tech were recommended for tenure. Faculty members included, 1 Black female, 1 Hispanic female, and 1 Italian American male. The Lab Tech was an Asian male. All were approved for tenure. (See the Tenure Eligibility Analysis in Appendix A.4.) In addition, 13 faculty members are now eligible for tenure.

IX. YORK COLLEGE UNDERUTILIZATION: A Brief Summary

(Major Areas of Concerns / Goals and Timetables)

A review of the Workforce Inventory indicates the face of York College is indeed multicultural (for a detailed view of our Workforce Inventory see Appendix A.6).

Executive/Administration

Total underutilization number for this group remains the same as last year (seven). Hispanics and Asians are the groups most underutilized, and efforts are being made to alleviate this situation. It must be noted that among the new hires in this group the Director, Service Delivery Unit (Computers) was a male Hispanic and the Executive Director of Adult Continuing Education is Hispanic but is on the Research Foundation payroll. Next year she will be on Tax Levy payroll.

Faculty

We continue to work towards reducing the underutilization numbers regarding female faculty. This year, faculty female underutilization is 18, down from 23 last year. Again this year, we show 9 departments with female underutilization. The greatest concentration continues in Political Science and Psychology (6 females), Natural Sciences (4 females) and Mathematics and Computer Studies (3 females). The Math department is currently conducting 3 searches. It is anticipated that female underutilization will be reduced should these searches reach successful conclusions.

Underutilization of Hispanics and Asians is also an area of concern. Yet, there were 2 Hispanic and 2 Asian additions to the faculty ranks this year.

All departments showing underutilization have been apprised of the situation and monitored in their searches for new faculty so that we may work towards reduction of underutilization of females, Asians and Hispanics in the faculty ranks.

Classified Staff

We have improvement in the underutilization of Hispanics in the Classified Staff categories; even though it continues to be an area of concern (we have an underutilization of 16, down from 22 last year). Like last year, 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 by appointment of "Provisional" candidates. The Executive Director of CPLA has already met with the Administrative Superintendent of Buildings and Grounds regarding current searches, and he has been advised of the underutilization of Hispanics in his area. In addition, the Executive Director CPLA has met with the Deans of Administration and Faculty & Staff Relations to inform them of the various underutilizations. Every effort will continue to be made to reduce the underutilizations (especially of Hispanics) in the classified staff ranks.

Overall

Our underutilization analysis reveals improvement, but that there is still more work to be done. We must continue to monitor, our underutilization of females and minorities on our campus. (NOTE: For a more detailed look at the specific numbers of underutilization, please see Section VIII, pages 18 through 24 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 continue to reduce 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 (SEMAA)** 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.
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 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 to 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 for more than a decade.

SCHOLASTIC PROGRAMS FOR OUR STUDENTS

Academic Affairs Division includes in its curriculum scholar's programs for which stipends are offered. The ones listed below are major programs that have an emphasis on minority students. York College includes them in an effort to encourage minority students to pursue degrees and careers in fields and professions not before accessible to them. They are as follows:

Louis Stokes Alliance for Minority Participation in Science, Mathematics, Engineering, and Technology (LSAMP) coordinated by **Dean Panayiotis Meleties**.

Minority Biomedical Research Support (MBRS) coordinated by **Prof. Lawrence Johnson**.

McNair Scholars' Program coordinated by **Prof. Lynne Richards**.

THE WOMEN'S CENTER

In the interest of promoting cultural diversity, the York College Women's Center holds workshops, sponsors lectures and educational seminars that promote an understanding of issues, problems and laws regarding diversity and other social topics. The Center is another vehicle for promoting York College affirmative action policies in the College and the community.

THE MEN'S CENTER AND THE MALE INITIATIVE

A popular program sponsored by the Men's Center is the "Barbershop" a monthly forum that allows students to express their opinions about issues, regardless of the topic. It is conducted in an informal setting based upon the cultural dynamic often found in venues like barbershops. The forum is offered in collaboration with community partners and is open to all students. The center also offers a Video series which focuses on films that stimulate discussion of major social and ethical issues that affect young males.

THE IMMIGRATION CENTER

As part of the Immigration Project, on April 7, 2006, CUNY opened an Immigration Center at York College. It established a volunteer corps of professionals to assist in reaching out to students, their families, and the surrounding communities with immigration and naturalization services. In May 2007 the Staff became full-time and began providing services Monday thru Friday. They assist in the preparation of citizenship, green card, relative petitions and other applications, and the also offer counseling services. During one two-month period, this year, the center assisted over 200 clients.

PROGRAMS AND ACTIVITIES

Various organizations on campus sponsor programs that often address the interest, concerns and problems of special groups in the community. Below is a partial list of some of those activities sponsored during the academic year 2006-2007.

"American History X"

Sponsored by Compliance Programs & Legal Affairs, and the Diversity & Pluralism Committee

Screening of the film took place in March 2007 at the Time Warner Center in Manhattan. Participants included students, faculty and staff. Following the screening, the audience engaged in a discussion of the major social and cultural themes of the movie.

“Women’s and Minority Issues in Post-Economic-Reform China”

Sponsored by the Women’s Studies Program

This panel brought women experts together to discuss various aspects of China’s changing culture and economy.

Reception for First African American and Youngest Pilot to Fly Around the World

Sponsored by SEMAA and the CUNY Aviation Institute

Barrington Irving, age 23, addressed the students from the CUNY Aviation Institute en route to completing his historic flight. The purpose of the journey was to inspire inner-city and minority youth to consider careers in aviation and aerospace.

World AIDS Day 2006

Sponsored by the Health Services Center

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

CULTURAL PROGRAMS FOR THE YORK COLLEGE COMMUNITY

York College Performing Arts Series 2006-2007

Each year the Department of Fine and Performing Arts presents groups of culturally diverse performances in series format. They are the **Chamber Music Series, Jazz Forum Series and Special Presentation Series**. These events are open to the community and many are free of charge. Highlights from the past season included: Flamenco dancing by Sol y Sombra, “Treemonisha” an opera by Scott Joplin, chamber music by The Young Eight and Elizabeth Lyra Ross, jazz performances by Vibraphonist Bill Jacobs, and Trumpeter Kamau Adilifu. The department continued to offer its Jazz workshops, Blue Notes concerts and Art exhibits that showcased work by students, faculty and community members.

Various Departments and **CPLA** focus on such cultural celebrations as Black History Month, Hispanic Heritage Month, Disability Awareness Month and Women’s History Month. The following is a cross-section of activities offered during the academic year 2006 - 2007:

Hispanic Heritage Month Fall 2006

Sponsored by various organizations

Activities celebrating Hispanic Heritage Month included a discussion of challenges faced by Latino journalists and video makers. There was a mini film festival that showcased the multifaceted nature of Hispanic culture, and a conversation with Latino/a Lesbians and Gays, who explored balancing ethnic and sexual identities.

Black History Month (February 2007)

Sponsored by various organizations

As always, the month long celebration of Black History contained a variety of programs and activities, some old favorites and some new additions. Among the many offerings was the 7th Annual Tribute to Dr. Martin Luther King & Black History Art, Memorabilia, Poetry & Quilting Exhibition.

Women's History Month (March 2007)**Sponsored by various organizations**

The month's activities featured a potpourri of activities and events. Clara Nieto, a writer and career diplomat from Colombian gave a lecture. There was a musical presentation by "Women of Color in the Arts: Roselly Torres-Rojas, Martha Diaz, Miriam Romais & Dr. Theda Palmer Saxton." Also on the agenda was a book presentation in Spanish and "Women in Film," a presentation and discussion.

Disability Awareness Month (April)**Sponsored by the 504/ADA Committee**

This month-long schedule of activities included workshops and films that sought to inform individuals about and assist individuals with various disabilities. The Library offered a workshop that focused on technology for the disabled.

XI. INTERNAL AUDIT AND REPORTING SYSTEM

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 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 that 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 the placement with the employee of a son or daughter for adoption of 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 B.1 for a copy of the “Sexual Harassment Procedure & Policy” booklet which was updated 10/27/06.)

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 a 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, without regard to religion or national origin, as follows:

1. Employees are periodically reminded of the College's commitment to equal employment opportunity for all persons.
2. Assistance and support of all recruitment sources is required for the College's commitment to provide equal employment opportunity.
3. Neither national origin nor religious affiliation is a criterion for promotion or transfer.

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, to 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 actions 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 (April).
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 for individuals with disabilities. She had 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 Olga Dais, Esq. (Telephone: 718-262-2140), who has been designated to coordinate Section 504 compliance efforts.

1. A complaint may 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 applicant 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 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 full 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 full 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 7/1/06 to 6/30/07 is respectfully submitted.

Signed:

Marcia V. Keizs, President,
York College of CUNY

Olga Dais, Executive Director,
Compliance Programs & Legal Affairs

(Date)

(Date)