EXECUTIVE ORDER 11246 AFFIRMATIVE ACTION PLAN (AAP)

For

The College of Staten Island
New York, New York

Affirmative Action Program

September 1, 2011–August 31, 2012

PARTS I-V: AAP FOR MINORITIES AND WOMEN

PART VI: AAP FOR COVERED VETERANS
AND PERSONS WITH DISABILITIES

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THE COLLEGE OF STATEN ISLAND’S
AFFIRMATIVE ACTION PLAN
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The College of Staten Island of The City University of New York is committed to equal opportunity and affirmative action in its educational and employment practices. This Affirmative Action Plan (AAP) covers activities and includes statistics for the period July 1, 2010 through June 30, 2011. It is renewed annually and is in effect September 1, 2011 through August 31, 2012.

Affirmative Action is a term that encompasses any measure adopted by an employer to correct or to compensate for past or present discrimination or to prevent discrimination from occurring in the future. Affirmative Action goes beyond the simple termination of a discriminatory practice.

As stipulated in federal regulations, a prerequisite to the development of a satisfactory Affirmative Action Plan is the evaluation of opportunities for protected group members, as well as an identification and analysis of problem areas in their employment. When a statistical analysis of the employee workforce reveals a numeric disparity between incumbency and availability of minorities or women exists. An adequate AAP details specific affirmative steps to guarantee equal employment opportunity. These steps are keyed to the problems and needs of protected group members. For minorities and women, such steps include the development of hiring and promotion goals to rectify the disparity between incumbency and availability. It is toward this end that the following AAP was developed.

**APPLICABLE AFFIRMATIVE ACTION LAWS AND REGULATIONS**

An AAP for minorities and women (Parts I-V) has been prepared according to Executive Order No. 11246, as amended, and Title 41, Code of Federal Regulations, Part 60-1 (Equal Employment Opportunity Duties of Government Contractors), Part 60-2 (Affirmative Action Programs of Government Non-Construction Contractors; also known as "Revised Order No. 4") and Part 60-20 (Sex Discrimination Guidelines for Government Contractors).


**PROTECTED GROUPS**

Coverage under affirmative action laws and regulations applies to: Minorities who are recognized as belonging to or identifying with the following race or ethnic groups: American Indians/Alaska Natives; Asians; Blacks/African-Americans; Hispanics/Latinos; Native Hawaiians or Other Pacific Islanders; individuals with disabilities, veterans and women.
I. INTRODUCTION

A. DESCRIPTION OF COLLEGE

The College of Staten Island (CSI or College) is a four-year, senior college of The City
University of New York that offers exceptional opportunities to all of its students. The College’s
204-acre campus provides state-of-the-art facilities and equipment and is accessible to
individuals with disabilities. Programs in the liberal arts and sciences and professional studies
lead to bachelor's and associate's degrees. The master's degree is awarded in 16 professional and
liberal arts and sciences fields of study. The College participates in doctoral programs of The
City University Graduate School and University Center in Biology, Chemistry, Computer
Science, Nursing, Physical Therapy, and Physics.

A broad general education is assured through requirements that allow students to explore a range
of fields of knowledge and acquire educational breadth in mathematics, the sciences, social
sciences, arts, and humanities. Requirements for the bachelor's degree provide a disciplined and
cumulative program of study in a major field of inquiry. Enrollment in baccalaureate programs
requires freshman admission standards consonant with those of CUNY senior colleges.
Enrollment in associate's degree programs is open to all students with a high school diploma or
the equivalent.

The academic year follows a two-semester pattern, with a separate summer and winter session.
Classes are scheduled days, evenings, and weekends. The College has an extensive Continuing
Education program and offers off-campus courses with and without credit.
CSI is the only public higher education institution in the Borough of Staten Island.

The College is located at 2800 Victory Boulevard, Staten Island, NY 10314.

Baccalaureate Degree-granting Programs

1. Accounting (BS)  
2. African American Studies (BA)  
3. American Studies (BA)  
4. Art and Art/Photography (BA, BS)  
5. Biochemistry (BS)  
6. Biology (BS)  
7. Biology &Biology/Bioinformatics (BS)  
8. Business (AAS, BS)  
9. Chemistry (BS)  
10. Cinema Studies (BA)  
11. Communications (BA)  
13. Computer Science/Mathematics (BS)  
14. CUNY Baccalaureate (BA, BS)  
15. Dramatic Arts (BS)  
16. Economics (BA, BS)  
17. Electrical Engineering Technology (AAS)  
18. Engineering Science (AS, BS)  
19. English (BA)  
20. History (BA)  
21. Information Systems (BS)  
22. International Studies (BA)  
23. Liberal Arts and Sciences (AA, AS)  
24. Mathematics (BS)  
25. Mathematics (BS)  
26. Medical Technology (BA, BS)  
27. Music (BA, BS)  
28. Nursing (AAS BS)  
29. Philosophy (BA)  
30. Physics (BS)
31. Political Science (BA)  
32. Psychology (BA)  
33. Science, Letters & Society (BA)  
34. Social Work (BA)  
35. Sociology-Anthropology (BA)  
36. Spanish (BA)  
37. Spanish (BA)  
38. Women’s, Gender, and Sexuality Studies (BA)

**Graduate Degrees and Certificate Programs**

1. Biology (MS)  
2. Business Management (MS)  
3. Cinema and Media Studies (MA)  
4. Computer Science (MS)  
5. Education  
   a. Childhood (Elementary) (MSEd)  
   b. Adolescence (Secondary) (MSEd)  
   c. Special (MSEd)  
   d. Middle Childhood Generalist (Grades 5-9) (MSEd)  
   e. Post-Master's Advanced Certificate for Leadership in Education  
6. English (MA)  
7. Environmental Science (MS)  
8. History (MA)  
9. Liberal Studies (MA)  
10. Mental Health Counseling (MA)  
11. Neuroscience, Mental Retardation, and Developmental Disabilities (MS)  
12. Nursing  
   a. Adult Health (MS)  
   b. Gerontological (MS)

The College of Staten Island is accredited by the Middle States Commission on Higher Education. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The CSI Chemistry program is accredited by the American Chemical Society (ACS). The Computer Science program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The Engineering Science program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET); and the Electrical Engineering Technology program is accredited by the Technology Accreditation Commission of ABET. The Nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
B. HISTORY

CSI was founded in 1976 through the union of two existing colleges-Staten Island Community College and Richmond College. Staten Island Community College, the first Community College in the University, opened in 1955. Richmond College, an upper-division college that offered undergraduate and graduate degrees to students who had successfully completed the first two years of college elsewhere, was founded in 1965. The merger of these two colleges resulted in the only public four-year institution of higher learning on Staten Island.

C. MISSION

Grounded in the Liberal Arts tradition, the College of Staten Island is committed to the highest standards in teaching, research, and scholarship. Drawing on the rich heritage of The City University of New York that has provided access to excellence in higher education since 1847, the College of Staten Island offers that same opportunity in New York City’s Borough of Staten Island. The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world.

D. EXECUTIVE OFFICERS AND ORGANIZATION

The chief executive officer of the College is the President, 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. The College's leadership team as of September 1, 2010, consisted of the following executive officers:

**President**
Tomás D. Morales, PhD

**Senior Vice President for Academic Affairs/Provost**
William J. Fritz, PhD

**Vice President for Finance and Administration**
Milton Santiago

**Vice President for Student Affairs**
A. Ramona Brown, EdD

**Vice President for Institutional Advancement and External Affairs**
Barbara R. Eshoo

**Vice President for Technology Systems**
Michael Kress, PhD
The College of Staten Island

Dean of Humanities and Social Science
Christine Flynn Saulnier, PhD

Dean of Science and Technology
Alfred Levine, PhD (Acting)

Dean of Research and Graduate Programs
E.K. (Eun) Park

Associate Provost for Institutional Effectiveness
Susan L. Holak, PhD

Associate Provost for Undergraduate Studies and Academic Programs
Ann Lubrano, PhD (Acting)

Deputy to the President/Chief of Staff
Kenichi Iwama, Esq.

II. NON-DISCRIMINATION POLICY

Statement of Principles
The City University of New York, located in a historically diverse municipality, is committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. The University believes that, in order to truly benefit from this diversity, the University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University. Diversity among the University’s many members strengthens the institution, promotes the exchange of new ideas, and enriches campus life.

The University does not condone and will not tolerate discrimination or harassment in employment or in its educational programs and activities.

The City University of New York continues to recognize the important need to maintain at each campus equal access and opportunity for qualified students, faculty and staff from all ethnic and racial groups and from both sexes.

Policy Statement
It is the policy of The City University of New York and the constituent colleges and units of The University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, or status as a victim of domestic violence.
Sexual harassment, a form of sex discrimination, is prohibited under the University’s Policy Against Sexual Harassment.

The City University of New York, as a public university system, adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others Section 1324b of the Immigration and Nationality Act (INA), Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The “protected classes,” as delineated in Executive Order 11246: (i.e. Black, Hispanic, 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. The Office of Management and Budget further expanded these protected classes in 2006 to include two or more races (not Hispanic or Latino) and replaces Asian/Pacific Islander, with Asian (not Hispanic or Latino) and Native Hawaiian (not Hispanic or Latino) and Black will be renamed as Black or African American (not Hispanic or Latino).

Should any federal, state, or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this policy, this policy shall be read to prohibit discrimination based on those grounds or characteristics, as well.

Responsibility for Compliance

The President of each college shall have ultimate responsibility for overseeing compliance with this Policy at his or her respective unit of the University.

Discrimination Complaints

The City University of New York is committed to addressing discrimination complaints promptly, consistently and fairly. There shall be a discrimination complaint procedure administered by each unit of the University.

Retaliation against any member of the University community who has made a complaint of discrimination is prohibited.

Effective: July 1, 2010            Board Approved: June 28, 2010 *(Non-Discrimination Policy)

*For the complete Non-Discrimination Policy and Procedure please visit:

http://www.cuny.edu/about/administration/offices/ohrm/diversity/StrategicInitiatives/NonDiscriminationandSexualHarassment.pdf
III. DESIGNATION OF RESPONSIBILITY

As part of its efforts to ensure equal employment opportunity to all individuals, The College has designated specific responsibilities to various staff to ensure the AAP focuses on all components of the employment system. To that end, the President, the Affirmative Action Officer, and those employed as executive officers as well as supervisors and managers of administrative offices/departments have undertaken the responsibilities described below.

A. THE PRESIDENT

The primary responsibility and accountability for implementing the AAP rests with the President. This role includes, but is not limited to, the following duties:

1. Designate appropriate personnel with the responsibility for overseeing, administering, implementing, and monitoring the College's AAP. Ensure that these personnel are identified in writing by name and job title. Specifically, appoint an Affirmative Action/Compliance and Diversity Officer (AA/CDO), and Sexual Harassment Coordinator and at least one Deputy Coordinator, a 504/ADA Coordinator and a Title IX Coordinator. The AA/CDO may perform one or more of these functions.

2. Ensure that designated personnel responsible for all AAP components are given the necessary authority, top management support, and staffing to successfully implement their assigned responsibilities.

3. Impart the personal direction that ensures total involvement and commitment to equal employment opportunity programs including the issuance of an Annual Re-Affirmation supporting Affirmative Action/Diversity and Equal Opportunity. (See copy of President’s Re-Affirmation Letter in Appendix VII- I).

4. Ensure that the individuals appointed to handle allegations of discrimination/harassment, including sexual harassment, are fully trained and equipped to carry out their responsibilities.

5. Assure that supervisors receive orientation on the University’s Non Discrimination Policy and Policy Against Sexual Harassment

6. Submit annually to the Office of the Vice Chancellor for Human Resources Management an annual report on non-discrimination, which shall include information on complaints filed within the past year and their resolution, and other information.

B. AFFIRMATIVE ACTION/CHIEF DIVERSITY OFFICER

The President has designated Danielle Dimitrov, Esq., to serve as Director of the Office of Diversity and Compliance (ODC), and Patti Fontana, CUNY Office Assistant. The office is
located in **Building 1A, Room 103.** Ms. Dimitrov may be contacted via e-mail, Danielle.Dimitrov@csi.cuny.edu or telephone, (718) 982-2250.

The AA/CDO is responsible, as the President’s designee, for providing confidential consultation, complaint investigation and resolution of all internal complaints of discrimination/harassment and annually disseminating to all employees the Non-Discrimination Policy, the Policy Against Sexual Harassment, and the Form for Notification of Protected Categories, and including the names, titles, telephone numbers, and office locations of the AA/CDO, the Sexual Harassment Coordinator and Deputy Coordinator(s), and the 504/ADA Compliance Coordinator. Such information is widely disseminated and included in the orientations (including supervisory orientation sessions), handbooks, newsletters, and on the College’s website. In addition, the *Policies and Procedures on Non-Discrimination and Sexual Harassment* are incorporated into the training curriculum for employees who are involved in investigating discrimination complaints.

The AA/CDO, at a minimum, also is responsible for:

- Oversees programs, activities, and initiatives designed to foster a climate that respects pluralism and Diversity:
  - Developing effective strategies to promote diversity in faculty and staff hiring and actively participates in building strong networks and recruitment sources
  - Serving as a key recruiting team member, coordinating recruitment plans, advertising, and selection processes
  - Implementing the College’s Affirmative Action and Equal Opportunity policies and ensures compliance with relevant city, state, and federal statutes such as Title VII, Title IX Sexual Harassment Policies, Section 504 and the Americans with Disabilities Act, responding to and conducting investigations of non-compliance complaints
  - Collecting and analyzes data for College and University reports
  - Developing and presenting training programs and disseminates information related to EEO and compliance at the College
  - Coordinating with University offices to assure consistency of University-wide policies
  - Maintaining current knowledge and materials related to laws, rules, regulations, and best practices for advancing EEO/Diversity

C. COLLEGE SUPERVISORY PERSONNEL

Supervisory personnel exercise authority on behalf of the University. They include deans, directors, department chairpersons, executive officers, administrators, or other persons with supervisory responsibility. They must take steps to create a workplace free of discrimination and harassment, and must take each and every complaint seriously.

All executive officers, manager/supervisors, chairpersons of academic departments and directors of administrative units are crucial to the success of the affirmative action program. As supervisors, they implement college policy, set the tone for what is acceptable behavior, and enforce college rules. Consequently, they are integral to the implementation of the Affirmative
Action Program. In their direct day-to-day contact with College employees, these officials help ensure compliance with equal employment programs and implementation of the AAP.

Specific responsibilities of supervisory personnel include:

1. Arranging for the posting, in his or her area, of the University’s Non-Discrimination Policy with the names, titles, telephone numbers, and office locations of the AA/CDO, the Sexual Harassment Coordinator and Deputy Coordinator(s), the 504/ADA Coordinator and the Title IX Coordinator.

2. Adhering to the College’s equal employment opportunity and affirmative action policy.

3. Supporting and assisting the President and AA/CDO in developing, maintaining, and successfully implementing the AAP.

D. AFFIRMATIVE ACTION COMMITTEE

As established by Board of Trustees policy, the functions of the Affirmative Action Committee are to:

1. Serve in an advisory capacity to the President of the College, and to other governing bodies of the College, in formulating and implementing affirmative action policy on campus.

2. Monitor outcomes of campus efforts on behalf of the Affirmative Action Program.

3. Review proposed amendments to the College governance plan to assure compliance with the University non discrimination and affirmative action policies and procedures.

4. Submit to the President a summary of its activities at the end of each academic year.

At the College of Staten Island, this committee is the Pluralism and Diversity Committee, the members of which are appointed by the President and consist of faculty, students as well as ECPs and HEOs to give greater attention to, and stress the importance of, developing and implementing diversity and pluralism initiatives and events at the College. The members of the Pluralism and Diversity Committee, effective Fall, 2010 were:

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>DEPARTMENT/AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian DeLong, Director</td>
<td>Pluralism and Diversity</td>
</tr>
<tr>
<td>Danielle Dimitrov, Director</td>
<td>Diversity and Compliance</td>
</tr>
<tr>
<td>Ed Rios, Assistant Vice President</td>
<td>Finance &amp; Business Services</td>
</tr>
<tr>
<td>Joyce Taylor, Deputy to Vice President</td>
<td>Technology Systems</td>
</tr>
<tr>
<td>Ann Lubrano, Associate Provost (Acting)</td>
<td>Undergraduate Studies &amp; Academic Programs</td>
</tr>
<tr>
<td>Ken Bach, Director</td>
<td>Communications</td>
</tr>
<tr>
<td>Alejandra Alonso</td>
<td>Associate Professor, Biology</td>
</tr>
</tbody>
</table>
IV. RESULTS OF STATISTICAL ANALYSIS/IDENTIFICATION OF PROBLEM AREAS

The College monitored each phase of its selection process (i.e., hires, reclassifications, promotions, and terminations). To identify areas of concern, the following steps were taken: information about the placement of incumbents was compiled and examined; data to compare incumbency to availability was derived; a utilization analysis was conducted and the impact analysis was completed. The data used in the preparation of the Affirmative Action Plan was collected from the CUNYfirst Ethnicity and Gender Report, run on July 5, 2011. Only full-time administrators, faculty and staff with annual appointments (excluding substitute and visiting titles) are included in the analyses discussed below.

A. JOB GROUP SUMMARY

Job/contract titles were aggregated into job groups according to content/skill level, compensation and promotional opportunities. The College’s 863 full-time employees were grouped into 7 categories using the relevant EEO-6 Codes. These categories were divided into smaller subgroups called Affirmative Action Units (AAUs). The duties as well as educational qualifications and skills required for job/contract titles within the job categories made the subdivision into AAUs prudent. Each AAU has an individual Utilization Analysis Worksheet (UAW), depicting the total group number and the numerical and percentage representation of Females, Total Minority, Blacks, Hispanics and Asians. (See Appendix A).

The College of Staten Island is committed to promoting a diverse workplace in an effort to advance pluralism and inclusivity for the entire campus community. During the reporting year the College met its objective during through recruitment efforts. However, the College was limited to a certain degree because there were far fewer job searches during this reporting year as compared to previous years. As such, even with successfully diverse applicant pools during recent searches, the College does continue to have job groups in which there is no representation of female employees or those from federally protected groups. Those job groups are:

<table>
<thead>
<tr>
<th>EEO-6 Category</th>
<th>No Representation of Women</th>
<th>No Representation of Blacks</th>
<th>No Representation of Hispanics</th>
<th>No Representation of Asians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/ Administrative/Managerial</td>
<td>Security Director</td>
<td>Comp. Manager; Security Director</td>
<td>Comp. Manager; Security Director</td>
<td>Comp. Manager; Security Director</td>
</tr>
<tr>
<td>Faculty/Professorial</td>
<td>N/A</td>
<td>In 10 of 18 academic departments</td>
<td>In 9 of 18 academic departments</td>
<td>In 4 of 18 academic departments</td>
</tr>
<tr>
<td>Professional Non-Faculty</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
B. Determining Availability

"Availability" is an estimate of the proportion of each gender and racial/ethnic group available and qualified for employment at the College for a given job group in the relevant labor market during the life of the AAP. Availability indicates the approximate level at which each gender and racial/ethnic group could reasonably be expected to be represented in a job group.

In adherence to the federal regulations, the College has used current and discrete statistical information to derive availability figures. Because of the University’s educational requirements, the availability data was calculated according to information about earned degrees conferred for faculty. Executive/administrative/managerial groups and population surveys were used to calculate availability for the classified staff. The sources and process to determine the availability data for the two factor analysis is detailed in the UAW of each AAU in Appendix A.

C. Utilization Analysis/Comparison of Incumbency to Availability

Once overall availability estimates were calculated for each AAU, the College conducted the utilization analysis. The analysis disaggregated Blacks, Hispanics, and Asians from Total Minorities to identify underutilization in any of these protected ethnic/racial groups. American Indians/Native Americans, who comprise less than two percent of the University workforce and local population, are not identified as a discrete group in the analysis, but are included in the Total Minorities category.

The utilization analysis was conducted by comparing the percentages of incumbents by gender/ethnicity in each AAU as of July 5, 2011 with the overall availability data. The analysis determined if women and members of protected racial/ethnic groups were underutilized. Underutilization was defined as any AAU in which fewer minorities or women were employed in a particular job group than would be expected given their availability in the relevant job market.

The UAW of each AAU indicates the current utilization of incumbents by gender and ethnicity. Any disparity between incumbency and availability is indicated as underutilization. The percentage difference between incumbency and availability is recorded in terms of whole persons. (See VII. Appendix A: Utilization Analysis Worksheets for the detailed Comparison of
D. ANALYSIS OF 2011 UNDERUTILIZATION/AREAS OF CONCERN

Based on analysis of each UAW, underutilization of at least one person in an AAU was identified. Total Minorities were disaggregated into the federal protected classes to identify underutilization in any of the ethnic/racial groups. The underutilization of Blacks, Hispanics, Asians and females displayed in the AAUs is summarized below.

**For women, underutilization existed in the following AAUs:**

**Staff**
1. Administration I (ECPs)
2. Campus Public Safety Sergeant
3. Security Director (Campus Security Director and Assistant Director)
4. Computer Specialists (IT Senior Associate, Associate, Assistant & Support Assistant)
5. Custodial Supervisory (Custodial Senior Supervisor and Custodial Supervisor)

**Faculty**
1. Agricultural and Life Science (Biology Department, Professorial)
2. Education (Education Department, Professorial)
3. English and English Literature (English Department, Professorial)
4. Fine, Applied Art and Media I (Media Culture Department, Professorial)
5. Foreign Languages (Modern Languages, Professorial)
6. Health Professions II (Physical Therapy, Professorial)
7. Mathematics and Computer Science II (Mathematics, Professorial)
8. Physical Sciences I (Chemistry Department, Professorial)
9. Physical Sciences II (Engineering Science and Physics, Professorial)
10. Psychology (Psychology Department, Professorial)
11. Social Science I (History Department, Professorial)
12. Social Science II (Political Science, Economics, and Philosophy, Professorial)

**Underutilization of Blacks existed in the following AAUs:**

**Staff**
1. Administration I (ECPs)
2. Administration II (HEO; HEA; Registrar)
3. Administration III (HEa; aHEO; Research Associate)
4. Administration IV (CLTs)
5. College Accountants (Finance Accountant and Purchasing Agent)
6. Security Director (Campus Security Director and Assistant Director)
7. Campus Peace/Security Officer Level 1
8. Campus Peace/Security Officer Level 2
9. CUNY Administrative Assistant (Level 1 and 2)
10. CUNY Office/Secretarial Assistant (Level 1, 2, 3, 3A, and 4)
11. Custodial Assistant
12. Media Services/Print Shop Titles (Print Shop Coordinator, Assistant, and Designer)
13. Skilled Trades/Crafts (Carpenter, Cement Mason, Electrician, High Pressure Plant Tender, Laborer, Locksmith, Maintenance Worker, Motor Vehicle Mechanic, Oiler, Painter, Plumber, Stationary Engineer, Thermostat Repairer)

Faculty
1. Agricultural and Life Science (Biology Department, Professorial)
2. Business and Commerce (Business Department, Professorial)
3. Education (Education Department, Professorial)
4. Health Professions I (Nursing Department, Professorial); (Nursing Department, Lecturer)
5. Mathematics and Computer Science I (Computer Science, Professorial)
6. Physical Sciences I (Chemistry Department, Professorial)
7. Social Science III (Sociology, Anthropology & Social Work Dept., Professorial)

Underutilization of Hispanics existed in the following AAUs:

Staff
1. Administration II (HEO; HEA; Registrar)
2. Administration III (HEa; aHEO; Research Associate)
3. Administration IV (CLTs)
4. College Accountants (Finance Accountant and Purchasing Agent)
5. Security Director (Campus Security Director and Assistant Director)
6. Campus Peace/Security Officer Level 1
7. Campus Public Safety Sergeant
8. CUNY Administrative Assistant (Level 1 and 2)
9. CUNY Office/Secretarial Assistant (Level 1, 2, 3, 3A, and 4)
10. Custodial Assistant
11. Skilled Trades/Crafts (Carpenter, Cement Mason, Electrician, High Pressure Plant Tender, Laborer, Locksmith, Maintenance Worker, Motor Vehicle Mechanic, Oiler, Painter, Plumber, Stationary Engineer, Thermostat Repairer)

Faculty
1. Education (Education Department, Professorial)
2. Health Professions I (Nursing Department, Professorial)
3. Library (Library Department, Professorial)
4. Mathematics and Computer Science II (Mathematics, Professorial)
5. Physical Sciences I (Chemistry Department, Professorial)
6. Psychology (Psychology Department, Professorial)
7. Social Science II (Political Science, Economics, and Philosophy, Professorial)
Underutilization of Asians existed in the following AAUs:

**Staff**
1. Administration II (HEO; HEA; Registrar)
2. Administration III (HEa; aHEO; Research Associate)
3. College Accountants (Finance Accountant and Purchasing Agent)
4. Campus Public Safety Sergeant
5. Computer Specialists (IT Senior Associate, Associate, Assistant & Support Assistant)
6. CUNY Administrative Assistant (Level 1 and 2)
7. CUNY Office/Secretarial Assistant (Level 1, 2, 3, 3A, and 4)
8. Skilled Trades/Crafts (Carpenter, Cement Mason, Electrician, High Pressure Plant Tender, Laborer, Locksmith, Maintenance Worker, Motor Vehicle Mechanic, Oiler, Painter, Plumber, Stationary Engineer, Thermostat Repairer)
9. Computer Manager (IT Computer Systems Manager)

**Faculty**
1. Agricultural and Life Science (Biology Department, Professorial)
2. Fine, Applied Art and Media II (Performing and Creative Arts Department, Professorial)
3. Health Professions I (Nursing Department, Professorial)
4. Psychology (Psychology Department, Professorial)

When the availability percentage of females or minorities exceeded the incumbency percentage of females or minorities, a goal was set.

**E. COMPARISON OF 2010 GOALS TO 2011 UTILIZATION ANALYSIS**

A comparison of the 2010 and 2011 utilization analyses identified changes in the numeric disparity in the AAUs of the EEO-6 Categories since the last AAP. The Progress Report – Historical Underutilization in Appendix F displayed underutilization from 2007 to 2011. The comparison indicated the attainment of 2010 goals or identified lack of progress in reducing or eliminating underutilization. Within the EEO-6 categories, the underutilization of racial/ethnic groups and women was as follows:

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Changes in UU of Female Employees</th>
<th>Changes in UU of Underrepresented Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Administrative/Managerial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration I</td>
<td>Increased Female UU from 1 to 2</td>
<td>—</td>
</tr>
<tr>
<td>Administration II</td>
<td>—</td>
<td>Reduced Tot. Minority UU from 16 to 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduced Black UU from 9 to 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduced Hispanic UU from 3 to 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased Asian UU from 4 to 5</td>
</tr>
<tr>
<td>Faculty</td>
<td>Reduced Total Minority UU from 2 to 1</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Reduced Total Minority UU from 2 to 1</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Eliminated Female UU from 3 to 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eliminated Asian UU from 1 to 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reduced Black UU from 4 to 3</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Reduced Female UU from 3 to 2</td>
<td></td>
</tr>
<tr>
<td>Media Culture</td>
<td>Eliminated Tot. Min. UU from 1 to 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eliminated Asian UU from 1 to 0</td>
<td></td>
</tr>
<tr>
<td>Performing &amp; Creative Arts</td>
<td>Eliminated Tot. Min. UU from 1 to 0</td>
<td></td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Reduced Female UU from 2 to 1</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Reduced Black UU from 2 to 1</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Eliminated Female UU from 3 to 0</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Reduced Female UU from 5 to 4</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Reduced Female UU from 3 to 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased Black UU by 1</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Increased Total Minority UU from 2 to 3</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Reduced Female UU from 3 to 2</td>
<td></td>
</tr>
<tr>
<td>Pol. Sci., Econ. &amp; Philosophy</td>
<td>Increased Female UU from 4 to 5</td>
<td></td>
</tr>
</tbody>
</table>

| Professional/Non-Faculty                 | Reduced Black UU from 10 to 8         |
| Administration III                      | Increased Hispanic UU from 1 to 4     |

| Secretarial/Clerical                    | Increased Total Minority UU from 24 to 25|
| CUNY Administrative Assistant          | Increased Black UU from 13 to 14       |
|                                          | Increased Hispanic UU from 9 to 10     |
| CUNY Office Secretarial Assistant       | Reduced Hispanic UU from 6 to 5        |

| Technical/Paraprofessional              | Increased Total Minority UU from 5 to 6|
| Accountants – College Accountant        | Increased Hispanic UU from 0 to 1      |
| Media Services/Print Shop Titles         | Reduced Total Minority UU from 2 to 1  |
|                                          | Eliminated Hispanic UU from 1 to 0     |
|                                          | Eliminated Asian UU from 1 to 0        |
| Administration IV (CLTs)                 | Reduced Total Minority UU from 5 to 4  |
|                                          | Reduced Hispanic UU from 3 to 2        |

| Skilled Crafts                           |                                        |
The College of Staten Island

Job Groups with no changes in underutilization of female or minority employees: Faculty (Education; Physical Therapy; Computer Science; Engineering Science & Physics; and Sociology, Anthropology & Social Work departments); Accountants – College Accounting Assistant; Computer Specialists; and Campus Public Safety Sergeant.

(See Appendix A Utilization Analysis Worksheets for the 2011 detailed report for each AAU including the specific sources of availability data and Appendix F Progress Report – Historical Underutilization).

F. EVALUATION OF PERSONNEL ACTIONS

To identify any systemic barriers to equal employment, the AA/CDO conducted an impact analysis by EEO-6 categories. The impact analysis determined if an employment practice resulted in a negative consequence more often for members of protected groups than for other employees or applicants. A review of the tenure decisions compared employees eligible for tenure to those granted tenure or certificates of continuous employment. In addition to CUNYfirst, a variety of sources provided the information for the analysis including the Offices of Human Resources, Academic Affairs, and Affirmative Action.

1. Adverse Impact Analysis

To determine if any adverse impact existed, personnel transactions were reviewed. The actions completed during the previous 12 months are summarized in the following documents:

a. Analysis of Personnel Activity Table

   1) New Hires

   The College hired 55 new full time employees; of these 31 were women and 15 were minorities.

   | Skilled Trades Crafts – Service Maintenance | Eliminated Female UU from 1 to 0 | Reduced Total Minority UU from 9 to 7 |
   |                                             |                                | Reduced Hispanic UU from 7 to 5      |
   |                                             |                                | Increased Asian UU from 0 to 2       |

   | Service/Maintenance                          |                                | Increased Total Minority UU from 5 to 6 |
   |                                             |                                | Increased Black UU from 5 to 6       |
   |                                             |                                | Increased Hispanic UU from 0 to 1    |

   | Campus Peace Officer Level 1                | —                              | Increased Total Minority UU from 1 to 2 |
   |                                             |                                | Increased Black UU from 1 to 2        |

   | Campus Peace Officer Level 2                | Eliminated Female UU from 2 to 0 | Reduced Total Minority UU fr. 13 to 12 |
   |                                             |                                | Reduced Hispanic UU from 14 to 12     |

   | Custodial Supervisory                       | Reduced Female UU from 3 to 2   |                                |

   | Custodial Assistant                         |                                | Reduced Total Minority UU fr. 13 to 12 |
   |                                             |                                | Reduced Hispanic UU from 14 to 12     |
2) Promotions and Upgrades

Of the 24 members of the professoriate who applied for promotion, 21 received an upgrade in rank. In the Higher Education Officer series, 10 employees were reclassified.

3) Terminations

The number of employees separated from the workforce was 76, including 28 women and 16 minorities.

b. Analysis of Applicant Data – Recruitment Documentation

The College received 3,547 applications during the reporting year; of these 1,898 – more than half – were women. Similarly, more than half of all applicants, 1,852, were minorities.

Of the total 270 interviews conducted during the recruitment process, 156 were woman and 106 were minorities.

c. Impact Ratio Analysis

Based on the information presented in the Personnel Activity Table and Applicant Data Recruitment Documentation, the Impact Ratio Analysis was conducted. The Impact Ratio Analysis, an evaluation of personnel transactions in each EEO-6 category, determined any disparities or adverse impact in the personnel actions. The data for minorities and non minorities and for men and women was examined. The Impact Ratio Analysis was divided into three areas:

Part One: The Hires Analysis reviewed the hiring practices by comparing the number of hires to applicants

Part Two: The Promotion Analysis examined the promotion, upgrades/re-classification and transfers by comparing the number of employees promoted to incumbents;

Part Three: The Termination Analysis calculated the attrition rate by comparing number of terminations to incumbents.

The analysis indicated no adverse impact in any of the categories.

(See Appendix C for Personnel Activity Table/Applicant Data-Recruitment Documentation and Appendix D for the Impact Ratio Analysis).

2. Analysis of Tenure Eligibility Survey

Members of the Professoriate, College Laboratory Technicians (CLTs), and Lecturers receive
Tenure or Certificates of Continuous Employment (CCE), respectively, if recommended by Departmental and College-wide Personnel and Budget (P&B) Committees. The President presents the candidate for tenure or CCE to the Board of Trustees (BOT). If the Board of Trustees approves, the tenure status becomes effective on the first of September following BOT action. In some cases, faculty members may receive consideration for tenure early. (See VII. Appendix E for the Tenure Eligibility Survey).

The review of the tenure decisions effective September 1, 2010, revealed that eight women were eligible and granted tenure from the following academic departments: Biology; Business; Computer Science; Education; Nursing; Performing & Creative Arts; Psychology; and Sociology, Anthropology & Social Work.

Furthermore, these tenure decisions effective September 1, 2010, also revealed that eight minority faculty members were eligible and granted tenure from the following academic departments: Biology; Business; Chemistry; Computer Science; Engineering Science & Physics; Psychology; and Sociology, Anthropology & Social Work.

3. Analysis of Systemic Compensation

The University’s Office of Recruitment and Diversity will compare the mean salaries for men versus women and whites versus minorities. The analysis will identify differences in salary by amount (dollars) and percentages; any differences greater than 5% will be examined in greater detail.

V. ACTION-ORIENTED PROGRAMS

The Action-Oriented Programs designed to address the underutilization of women and minorities and any adverse impact of the employment practices are discussed below. These Programs are carried-out throughout the AAP year. The College tailored its action-oriented programs to ensure these initiatives are specific to the problem(s) identified.

A. RESPONSE TO UNDERUTILIZATION

The College has established a percentage annual placement goal whenever minority or female representation within an AAU was less than would reasonably be expected given the availability data. Corrective actions were developed only when the underutilization equaled at least one whole person.

1. Placement Goals

Placement goals to address female and minority underutilization were established by AAU at no less than the current availability data for the job group. Although the analysis disaggregated the protected classes within total minorities to identify underutilization of protected ethnic/racial groups, the College established goals for women and Total Minorities. The goals matched the
availability data and are displayed in the chart: **COMPARING INCUMBENCY TO AVAILABILITY AND ANNUAL PLACEMENT GOALS, APPENDIX B**.

By setting flexible and realistic goals, the College will observe every good faith efforts as it recruits and hires employees to fill anticipated vacancy in the following AAUs:

Searches for Executive Compensation Plan, Faculty, and Higher Education Officer Series positions are scheduled to be conducted during the 2011–2012 academic year.

2. Employment Practices: Recruitment, Selection, and Advancement

The placement goals to eliminate underutilization will be achieved through recruiting and advertising efforts that broaden the applicant pool and other results oriented campus initiatives. The College’s employment practices conform to the bylaws of the Board of Trustees of the City University, applicable collective bargaining agreements as well as Federal, State, and Local laws and regulations. The College’s workforce is divided into a) the Instructional Staff, consisting of teaching and non-teaching employees, and b) the Classified Staff, whose employment is governed by the Rules and Regulations of the CUNY Classified Civil Service. A three member independent Civil Service Commission, appointed by the Board of Trustees, helps to ensure compliance with affirmative action and equal employment policies.

As part of the University’s affirmative action program, procedures for the recruitment and appointment of members of the instructional staff have been developed. The College posts vacancies as prescribed by CUNY policies to ensure equal employment opportunities. The recruitment, selection, and advancement processes for the members of the Instructional Staff comply with CUNY’s policies and procedures. For non teaching instructional staff vacancies are typically posted for 30 days and openings for appointments to the faculty are posted for 60 days.

The PSC/CUNY Collective Bargaining Agreement expressly forbids promotions in the HEO series. The process for faculty promotions is outlined in BOT bylaws. There are promotional examinations offered to employees in select civil service titles.

The College has developed search and screening guidelines for personnel involved in the recruiting and hiring process. The Affirmative Action and Human Resources Offices monitor the recruitment and selection practices of all employees. Specifically, the AA/CDO is responsible for ensuring that the following initiatives are undertaken or continue to be implemented:

- Broadening recruitment efforts to reduce or eliminate underutilization
- Charging search committees to familiarize them with recruitment protocol
- Attending joint meeting between AAOs and UAAC to discuss issues of concern
- Attending training sessions provided at monthly meetings of the Council of Affirmative Action
- Demonstrating compliance with University policy and procedures during University Affirmative Action Committee (UAAC) Site Visits
- Encouraging employees to participate in University-sponsored professional development
Ensuring that all interviews, offers of employment and/or wage commitments are consistent with College policy

B. Internal Audit and Reporting

The internal audit and reporting system is used as the basis for evaluating results-oriented programs and affirmative action efforts. The records are maintained in the CUNYfirst system to provide information for updating the Affirmative Action Plan. The President has designated responsibility for implementing the audit and reporting system of the Affirmative Action Plan to the AA/CDO who will:

1. Monitor the records of personnel activities, including new hires, transfers, promotions, and terminations,
2. Review personnel activities and the AAP with senior level officers and
3. Advise senior management of program effectiveness and provide recommendations to improve areas of concern.

C. IMPLEMENTATION OF ACTION PROGRAMS 2010–2011:

The College summarized its results-oriented activities in the *Pluralism and Diversity Annual Report Fall 2011* submitted to the Vice Chancellor of Human Resources Management (see Appendix K). The report includes initiatives to support the retention and advancement of faculty; orientation of new staff, programs to promote pluralism and diversity; courses that foster pluralism and combat bigotry as well as a myriad of cultural events that highlight and celebrate the racial/ethnic diversity of the campus.

VI. COVERED VETERANS AND PERSONS WITH DISABILITIES

A. REVIEW OF PERSONNEL PROCESSES

To ensure that all personnel activities are conducted in a job-related manner that provides and promotes equal employment opportunity for all known covered veterans and employees and applicants with disabilities, reviews are periodically made of the College’s examination and selection methods to identify barriers to employment, training, and promotion and to ensure that all personnel activities are conducted in a manner which provides and promotes equal opportunity.

The College ensures that its personnel processes do not stereotype individuals with disabilities or veterans in a manner which limits their access to jobs for which they are qualified and that they are featured in college publications.
B. REVIEW OF PHYSICAL AND MENTAL JOB QUALIFICATIONS STANDARDS

To ensure that all physical and mental qualifications and requirements are job-related and promote equal employment opportunity for all known covered veteran and employees and applicants with disabilities, reviews are periodically made of the College’s physical and mental qualifications and requirements as they relate to employment, training, and promotion.

The College's physical and mental job requirements are reviewed to determine whether or not they are job-related and consistent with business necessity and safe performance on the job.

Schedule for Review: Any previously reviewed classification of positions will be reviewed again if there is a change in working conditions which affects the job's physical or mental requirements (e.g. new requirements or equipment.) As new job qualifications are established, the College will review the physical and mental job qualification to ensure that the qualifications do not screen out or tend to screen out qualified disabled individuals or protected veterans and that the qualifications are job related and consistent with business necessity and the safe performance of the job.

To the extent that physical or mental job qualification requirements screen out or tend to screen out qualified disabled individuals or protected veterans in the selection of current employees or applicants for employment or other changes in employment status such as promotion or training, the College assures that the requirements are related to the specific job(s) for which the individual is being considered are job related and consistent with business (educational) necessity and the safe performance of the job. Both the Human Resources and Affirmative Action Offices review job descriptions for vacant positions. Moreover, the University’s Office of Human Relations Management conducts periodic analyses of the description of positions for which recruitment will be undertaken. This review compares the position vacancy notice with the established criteria. Any disparity with the essential functions of the job and the qualifications are brought to the attention of the college’s Office of Human Resources.

C. REASONABLE ACCOMMODATION TO PHYSICAL AND MENTAL LIMITATIONS

The College makes every effort to provide reasonable accommodations to physical and mental limitations of applicants and employees with disabilities or disabled veterans. The College makes reasonable accommodations under this condition to those individuals who have self identified as having a disability or disabilities and have requested a reasonable accommodation. Under the University’s Reasonable Accommodation Policy, the Human Resources Director is responsible for making arrangements to provide reasonable accommodations to applicants for employment, current employees and visitors. Anyone may request an accommodation by contacting the Human Resources Office.

To formally request an accommodation, individuals with disabilities should contact:

Name: Hope Berté
Title: Director, Human Resources

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

**D. HARASSMENT PREVENTION PROCEDURES**

The University has developed procedures to ensure that individuals with disabilities or veterans are not harassed. (See II. *Non-Discrimination Policy*). As specified in the University policy, the 504/ADA Coordinator, Danielle Dimitrov, is responsible for coordinating efforts to ensure access and non-discrimination for individuals with disabilities. To file a complaint, individuals should contact the 504/ADA Coordinator.

**E. EXTERNAL DISSEMINATION OF EEO POLICY, OUTREACH AND POSITIVE RECRUITMENT**

The College’s and University’s efforts to disseminate the anti-discrimination policy, outreach and positive recruitment activities include the following:

1. Initiating and maintaining communication with organizations having special interests in the recruitment of and job accommodations for disabled veterans, other veterans, and individuals with disabilities.

2. Including workers with disabilities when employees are pictured in educational, promotional, or job advertisements.

3. Disseminating information concerning employment opportunities to media that reach disabled veterans, other veterans, and individuals with disabilities.

4. Informing recruiting sources, in writing and orally, of the Affirmative Action policy for disabled veterans, other veterans, and individuals with disabilities.

5. Advertising job openings with a variety of external resources. This is an on-going activity. A listing of job opportunities reported to the State Employment Development Department and/or America’s Job Bank is always kept current.

6. Sending written notification of the affirmative action policy to all subcontractors, vendors, unions and suppliers requesting their compliance with our policy. This includes their obligation to annually file their EEO Reporting form and VETS-
100/100A form and, for employers with 50 or more employees and contracts of $50,000 or more, their obligation to develop a written affirmative action plan.

7. Participating in programs that employ veterans and individuals with disabilities.

**F. INTERNAL DISSEMINATION OF EEO POLICY, OUTREACH AND POSITIVE RECRUITMENT**

To foster positive support for the affirmative action program for covered veterans and individuals with disabilities, the College will implement or continue to implement the following internal dissemination of its policy and procedures:

1. Including the policies in the College’s policy manual and other in-house publications.

2. Conducting special meetings with senior staff and other supervisory personnel to explain the intent of the policy and individual responsibility for effective implementation.

3. Scheduling training sessions for employees involved in recruitment, selection, promotion.

4. Discussing the policies thoroughly in both employee orientation and management training programs.

5. Informing union officials of the College's policies, and requesting their cooperation.

6. Including non-discrimination clauses in all union agreements, and reviewing all contractual provisions to ensure they are not discriminatory.

7. Including articles on accomplishments of disabled veterans, other veterans, and workers with disabilities in College publications.

8. Posting the Reasonable Accommodation’s policy on College bulletin boards, along with CUNY’s Non-Discrimination Policy, which includes protection from harassment on the basis of disability.

9. Featuring persons with disabilities in handbooks or similar publications for employees.

**G. AUDIT AND REPORTING SYSTEM**

The 504/ADA Coordinator is responsible for the College’s audit and reporting system that addresses the following:

1. Measures the effectiveness of the College’s overall Affirmative Action Program and
whether the College is in compliance with specific obligations.

2. Indicates the need for remedial action.

3. Measures the degree to which the College’s objectives are being met.

4. Determines whether there are any undue hurdles for individuals with disabilities and veterans regarding campus sponsored educational, training, recreational, and social activities.

In addition, the 504/ADA Coordinator works with the UAAC if audits uncover issues. The campus Coordinators also receive regular guidance concerning reporting systems at the monthly CAAO meetings and the periodic 504/ADA Coordinators meeting.

H. RESPONSIBILITY FOR AAP IMPLEMENTATION

As part of its efforts to ensure equal employment opportunity to disabled veterans, other veterans, and individuals with disabilities, the College has designated specific responsibilities to various staff, including:

Christopher Cruz Cullari  
Director, Office of Disability Services  
Center for Student Accessibility (Formerly the Office of Disability Services)  
Center for the Arts, Room 101  
(718) 982.2510

Urszula Echols, LMSW  
CSI Student Veteran Center, Veterans Coordinator  
Campus Center 1C-219  
(718) 982-3108

Vito Zajda  
Certifying Official  
Registrar’s Office 2A-110  
(718) 982-2124

1. The President

The President is responsible for the implementation of the program and appoints the 504/ADA Coordinator to oversee that the College is in compliance.

2. The 504/ADA Coordinator

The President assigned the duties of the 504/ADA Coordinator to Danielle Dimitrov, Esq.
The responsibilities of the 504/ADA Coordinator include:

- Monitoring the college for 504/ADA compliance
- Resolving issues before they become potential grievances
- Reviewing applicants and employees’ accommodation requests denied by the Human Resources Director
- Making and informing applicants of final decision regarding disputed accommodations
- Collecting and maintaining information on number of accommodations requested and provided
- Ensuring pertinent records are stored securely and protected from damage or loss
- Ensuring medical documentation is kept confidential, used to evaluate accommodation requests, and shared only on a need-to-know basis.
- Providing training, if appropriate, to those who interact with individuals with disabilities
- Serving as chair of the 504/ADA committee

3. ADA/504 Committee

The 504/ADA Committee serves as an advisory committee to the Coordinator.

The Committee is comprised of representatives from various divisions, departments, and programs, including members of the disabled community.

The members of the committee are appointed by the President. They are:

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>DEPARTMENT/AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Dimitrov, Esq., Director</td>
<td>Diversity and Compliance</td>
</tr>
<tr>
<td>Hope Berté, Director</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Christopher Cruz Cullari, Director</td>
<td>Office of Disability Services</td>
</tr>
<tr>
<td>Professor Gordon DiPaolo</td>
<td>Business</td>
</tr>
<tr>
<td>Professor David Goode</td>
<td>Sociology, Anthropology &amp; Social Work</td>
</tr>
<tr>
<td>John Jankowski, Director</td>
<td>Center for the Arts</td>
</tr>
<tr>
<td>Fred Kogut, Interim AVP</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Lillian McGinn, Director</td>
<td>New Campus Development</td>
</tr>
<tr>
<td>James Pepe, AVP</td>
<td>Campus Planning &amp; Facilities Management</td>
</tr>
<tr>
<td>Sheryll Porter</td>
<td>Office of Disability Services</td>
</tr>
<tr>
<td>Professor Jeffrey Rothman, Chair</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Professor Adler Schiff</td>
<td>Library</td>
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</tbody>
</table>

4. College Officials

In their direct day-to-day contact with college employees, college officials assume certain responsibilities to help the College comply with disability regulations, including working with the Office of Human Resources to identify feasible accommodations.
I. TRAINING TO ENSURE AA IMPLEMENTATION

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

The College also provides opportunities for employees to attend pertinent conferences to enhance their knowledge of disability issues.

J. COMPENSATION

When offering employment or promotion to individuals covered by VI. - Covered Veterans and Persons with Disabilities, the amount of compensation offered is not reduced because of any disability income, pension or other benefit that the applicant or employee receives from another source.

K. INVITATION TO SELF-IDENTIFY

Veterans applying for classified positions may self-identify pre-employment in order to receive a Veteran’s Credit. For all other positions, veterans have an opportunity to self-identify once hired. Individuals with disabilities may self-identify when requesting reasonable accommodations.
VII. APPENDICES
A. UTILIZATION ANALYSIS WORKSHEETS
B. COMPARING INCUMBENCY TO AVAILABILITY AND ANNUAL PLACEMENT GOALS
C. PERSONNEL ACTIVITY TABLE/APPLICANT DATA- RECRUITMENT DOCUMENTATION
D. IMPACT RATIO ANALYSIS WORKSHEETS
E. TENURE ELIGIBILITY SURVEY
F. PROGRESS REPORT —
HISTORICAL UNDERUTILIZATION 2007-2011
G. FALL 2011 UNDERUTILIZATION RESULTS
SUMMARY
H. ORGANIZATIONAL CHART
I. PRESIDENT’S REAFFIRMATION LETTER
J. VETS 100A REPORT
K. PLURALISM AND DIVERSITY ANNUAL REPORT (FALL, 2011)
INSIDE COVER - A written copy of this Affirmative Action Plan is available for inspection by any employee or applicant for employment, during normal business hours, in the Office of Diversity and Compliance, Building 1A, Room 103. Interested persons should contact the following staff for assistance:
Patti Fontana  
Office Assistant  
Office of Diversity and Compliance  
(718) 982-2250  
Patricia.Fontana@csi.cuny.edu

Danielle Dimitrov, Esq.  
Director  
Office of Diversity and Compliance  
(718) 982-2250  
Danielle.Dimitrov@csi.cuny.edu