

# 2020-2021 AFFIRMATIVE ACTION REPORT 2021-2022 AFFIRMATIVE ACTION PLANS

## CUNY GRADUATE SCHOOL OF PUBLIC HEALTH AND HEALTH POLICY

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

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This plan is available for review at:

Room 509, 55 West 125<sup>th</sup> Street, New York, NY 10027 and on the School's website at <https://sph.cuny.edu/about/diversity/>

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# PART ONE: INTRODUCTION AND BACKGROUND

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This report is an annual update of the Affirmative Action Plan (AAP) for federal contractors. The U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) oversees Affirmative Action Plan requirements for federal contractors. This unit is one of CUNY’s Affirmative Action Establishments.

This plan reflects requirements for implementing:

- Presidential Executive Order (EO) 11246, addressing gender and federally protected racial/ethnic groups
- The Vietnam Era Veterans’ Readjustment Assistance Act of 1974 (VEVRAA), as amended, for protected Veterans
- Section 503 of the Rehabilitation Act of 1973, as amended, for Individuals with Disabilities.

Some aspects of this plan also reflect state and local regulations, guidelines for public entities, CUNY Board resolutions, and CUNY policy.

**The employee census date is June 1, 2021.**

**The previous reporting year was June 1, 2020 – May 31, 2021.**

**The program year for this plan is September 1, 2021 – August 31, 2022.**

We address disruptions due to the 2020-2021 COVID-19 outbreak later in this report.

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

We produce a separate Affirmative Action Plan for Italian Americans. CUNY’s Chancellor designated Italian Americans as a protected group in 1976.

Web links are confirmed as of November 2021.

## OVERVIEW

### Location

55 West 125<sup>th</sup> Street, Room 710, New York, NY 10027

### Degrees

Students select Master of Public Health (MPH) concentrations from among five knowledge areas: in: Community Health; Environmental and Occupational Health Sciences; Epidemiology and Biostatistics; Health Policy and Management and Public Health Nutrition.

The School offers Master of Science (MS) Degree Programs in Environmental and Occupational Health Sciences; Global and Migrant Health Policy (online) and Population Health Informatics (online) and Health Communication for Social Change.

The School also offers a dual MD-MPH program in collaboration with the Albert Einstein College of Medicine.

The School offers PhD programs in Community Health and Health Policy, Environmental and Planetary Health Science and Epidemiology. (Until fall 2018, students were students accepted into Doctoral of Public Health Programs [DPH] in Community Health and Society, Environmental and Occupational Health, Epidemiology and Health Policy and Management. Current DPH students will either complete the existing program or transfer to the PhD program.)

The School offers a specialization in Maternal, Child, Reproductive, and Sexual Health, which MPH and DPH students may complete in addition to their concentration.

The School also offers a Nutrition and Dietetic Internship Program, an Advanced Certificate in Public Health, an Advanced Certificate in Industrial Hygiene and a Certificate in Population Health Informatics.

### Accreditation

The School is accredited by the Middle States Commission on Higher Education (MSCHE), as a unit of the Graduate School and University Center of the City University of New York (CUNY). The School is also accredited by the Council on Education for Public Health (CEPH), the professional body which accredits schools and programs in public health. The MS program in EOHS is accredited by the Accreditation board for engineering and Technology (ABET), the organization that accredits post-secondary programs in applied and natural sciences and engineering. The Nutrition and Dietetic Internship program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

### History

The City University of New York (CUNY), the largest and most diverse urban public university in the United States, began training public health professionals in 1968 at Hunter College. It was one of the first public institutions without a school of public health to tackle the complex health problems facing the nation's increasingly diverse cities. By 2006, CUNY offered MPH degree programs at 3 campuses: Hunter, Brooklyn and Lehman Colleges. That same year, Chancellor

Matthew Goldstein announced the University's commitment to develop a collaborative school of public health, integrating the resources of the previously independent programs under the leadership of a single Dean. In 2007, the CUNY Graduate School, home to the University's 34 doctoral programs, introduced a Doctor of Public Health (DPH) degree program. In 2011, the School received its first full 5-year accreditation from the Council on Education in Public Health (CEPH). In 2013, the CUNY Board of Trustees adopted changes to the School's governance plan to better reflect the University-wide nature of the School and position it for continued and expanded collaborations, growth and success. Also, in 2013, following a national search, the CUNY Board of Trustees appointed the School's first permanent Dean, Dr. Ayman El-Mohandes. In August 2015, the central component of the School moved into 25,000 sq. ft. of newly-renovated office space on West 125<sup>th</sup> Street in West Harlem, Manhattan. In November 2015, the CUNY Board of Trustees approved a resolution directing the Chancellor of the University to develop and implement a plan to transition the existing consortial School to a unified graduate school that would administer all master's and doctoral-level degree programs in public health, continuing as a unit within the CUNY Graduate School and University Center.

The name of the School was changed to the CUNY Graduate School of Public Health and Health Policy. The Dean and the faculty and staff of the unified School have established a clear pathway toward the development of a world-class school of public health that taps into the richness of the City University of New York, New York City, and beyond. In sum, the Graduate School of Public Health and Health Policy is poised for its next stage of development, creating a national model for a school of public health that reflects the diversity and challenges of cities in America and the world.

## **Mission**

The School is located in a global city challenged by many of the world's most serious health problems that also serves as a cradle of public health innovation. Using the resources of the nation's largest and most diverse urban public University, the School seeks to create new models of innovative, interdisciplinary and applied public health education, research, and practice. The School brings together students and faculty with practitioners, researchers, activists, community residents, and policy makers from many sectors. Informed by the values of public health, social justice, and democracy, the School seeks to become a platform for collaboration to examine the causes of and solutions to pressing health problems, to engage the public in an ongoing dialogue on public health policy, and to develop a workforce with the capacity to plan and implement health-promoting programs and policies.

The School's mission is to provide a collaborative and accessible environment for excellence in education, research, and service in public health; to promote and sustain healthier populations in NYC and around the world; and to shape policy and practice in public health for all.

The vision is to promote health and social justice in NYC and across the globe through innovation and leadership.

To realize its mission and vision, the School works with communities, nonprofit and private organizations, and the government at all levels to build the capacities that help people lead healthier and more productive lives.

## ORGANIZATION CHART

Appendix A displays an organization chart.

## RELEVANT POLICIES

As a unit of The City University of New York (CUNY), we adhere to federal, state, and city laws and regulations on non-discrimination and affirmative action, including: Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, the Age Discrimination Act of 1975, New York State Human Rights Law and New York City Human Rights Law.

Protected groups identified in Executive Order 11246 are American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, and Women. Additionally, the Chancellor of CUNY designated Italian Americans as a protected group in 1976 and CUNY prepares a separate Italian American Affirmative Action Plan.

CUNY posts its policies on non-discrimination, sexual misconduct, and affirmative action on its website. The policies are hyperlinked below:

### Equal Opportunity and Non-Discrimination Policy

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of The University.

*It is the policy of The University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.*

*It is also The University's policy to provide reasonable accommodations to applicants, employees and other persons on the basis of disability, religious practices, pregnancy or childbirth-related medical conditions, or status as victims of domestic violence/stalking/sex offenses.*

*This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.*

Management reaffirms CUNY's Equal Opportunity and Non-discrimination Policy annually. The most recently released reaffirmation letter, issued by the Dean of the School was on August 25, 202 and is included in Appendix B.

## **Affirmative Action Policy**

CUNY's original Affirmative Action Policy of May 28, 1985 is part of its Manual of General Policy.

### *ARTICLE V FACULTY, STAFF AND ADMINISTRATION*

#### *Policy 5.04 - Affirmative Action:*

*RESOLVED, that the Board of Trustees of The City University of New York reaffirms its commitment to affirmative action and directs the Chancellery and the colleges to reemphasize the taking of the positive steps that will lead to recruiting, hiring, retaining, tenuring, and promoting increased numbers of qualified minorities and women. (Board of Trustees Minutes, 1985-05-28, Section 6-C)*

## **Sexual Misconduct Policy**

CUNY's Policy on Sexual Misconduct addresses sexual harassment, gender-based harassment and sexual violence. It outlines procedures applicable to students and employees for addressing complaints.

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

*Defining conduct that constitutes prohibited Sexual Misconduct;*

*Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;*

*Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;*

*Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;*

*Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this policy, as well as a "students' bill of rights" and implementing training and educational programs on Sexual Misconduct to college constituencies; and*

*Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.*

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY's Board of Trustees.

## **Other Important Policies**

[CUNY Campus and Workplace Violence Policy](#) addresses workplace violence.

[CUNY Domestic Violence and the Workplace Policy](#) addresses domestic violence in or affecting employees in the workplace.

[CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments](#) addresses CUNY process for responding to requests for reasonable accommodations or academic adjustments.

CUNY campuses report crime statistics, including statistics relating to sexual violence under the federal Jeanne Clery Act. Information is available from

- John Flaherty, Director of Public Safety, Graduate Center
- Desiree Joyner, Campus Security Assistant Director, Office of Public Safety, SPH
- [SPH Public Safety](#)

## **RESPONSIBILITY FOR IMPLEMENTATION**

While the entire community participates in promoting diversity and inclusion, we have assigned certain specific responsibilities.

### **The Dean**

The Dean, Dr. Ayman El-Mohandes, oversees Affirmative Action and diversity programs to assure compliance with federal, state, and city laws, rules and regulations and university policies, and

- Designates personnel to manage Affirmative Action, diversity and compliance, including a Chief Diversity Officer (CDO), 504/Americans with Disabilities Act (ADA) Coordinator and Title IX Coordinator.
- Ensures these personnel have authority, staffing, and other resources to fulfill their assigned responsibilities.
- Communicates commitment to equal employment opportunity, issuing an annual reaffirmation of this commitment, and issues required reports, including this Affirmative Action Plan.

### **Chief Diversity Officer**

The Dean has designated Sahana Gupta as Chief Diversity Officer (CDO) and Responsible Official who:

- Provides confidential consultation for, investigates and resolves discrimination/harassment complaints
- Distributes policies, notices and revisions, and integrates them into training programs, search committee orientations, websites, and other communications
- Evaluates Affirmative Action programs and initiatives
- Prepares and communicates Affirmative Action Plan reports
- Consults with hiring teams and managers on recruitment and selection, overseeing recruitment plans and effective recruitment/selection strategies
- Participates in CUNY initiatives promoting diversity and inclusion.

### **Officials**

Executives, department chairpersons, managers, and supervisors are critical partners in Equal Employment and Affirmative Action programs. They help ensure compliance with regulations and policies, foster an inclusive environment, and help develop and implement the Affirmative Action Plan.



## **Committee(s) on Diversity and Inclusion**

SPH proposed to establish the **Committee for Equity and Inclusion (CEI)** as a standing committee within its Governance Plan. In early spring 2021, the CEI was established with 2 students, 5 faculty members, and 5 staff members.

Elected faculty and staff members of the CEI will serve staggered renewable three-year terms; with student members serving renewable one-year terms.

Members of the CEI elected a faculty and a staff member as co-chairs who will serve renewable 3-year terms. Co-chairs will serve as representatives of the CEI on the Steering Committee of the Governance Council. The CDO is a non-voting ex-officio member.

The CEI is composed of

### Co-Chairs:

Himani Sharma, Staff

Sasha Fleary, Faculty

### Student members:

Alanna Cruz

Natalia Surujnath

### Faculty members:

Andrew Maroko

Levi Waldron

Marie Sillice

Victoria Ngo

### Staff members:

Daneen Anderson-Mercer

Michelle Finn

Paulo Lellis

Toya Cox

As noted within the Bylaws, the CEI shall center SPH's commitment to nurturing a diverse, equitable and inclusive campus climate, and will support and foster representation in leadership and progressive thought and action. The Committee shall collaborate and consult with other standing and ad hoc committees and administrative units of the School, as relevant, to make recommendations and advocate for

- equity and inclusion to be valued and recognized at all levels and sectors of our institution,
- foster a culture that promotes equity, diversity and inclusion by acknowledging and responding to the voices of our faculty, staff, and students as well as the community in which we reside,
- work diligently to develop thoughtful and innovative approaches to solve complex SPH community issues related to equity and inclusion, and
- long-term and short-term goals, as set forth in the School's current strategic plan.

## **University Management**

CUNY's University Office of Recruitment and Diversity (ORD) establishes job groups and report parameters, and reports summary statistics. ORD sponsors university-wide diversity programs

described in this plan. ORD also maintains systems support for data collection (including self-identification data) and job posting. Details of University reports and diversity programs are available here: [University Diversity Resources](#)

## **IMPACT OF COVID-RELATED EVENTS**

On March 15, 2020, Chancellor Felix Matos-Rodriguez announced CUNY campuses and non-essential personnel were transitioning to remote learning and working for the remainder of the academic year. As of summer, 2020, this arrangement is still in place. The transition and resulting shifts in priorities affect the university's operations in many ways, including personnel practices.

Due to the fiscal constraints, the University has announced a "hiring freeze." There have been no recruitment efforts since the early part of 2020, with ongoing searches postponed and cancelled. Some faculty recruitment activities began in late spring 2021 to meet needs for Fall 2021. Expedient hiring for vacancies, if approved by the University, was managed remotely, with new employees beginning work in a remote environment.

Over the summer 2020, the racial justice movement made it imperative that the School respond to the needs of the school community. While the University provided extensive guidelines for managing and maintaining academic and administrative operations during the pandemic (see CUNY website at [Coronavirus](#)), the School surveyed employees on the impact of the pandemic and racial justice movement on their work/life balance, and based on the assessment of needs, set up a workflow to provide resources and support, as necessary.

In addition, based on the racial equity survey conducted in summer 2020, the School proposed to establish a Committee on Equity and Inclusion (CEI) within the School's Governance Plan to advance and promote racial equity, diversity and inclusion. This initiative was undertaken in fall 2020 and the CEI was established early Spring 2021.

While some public events have either been limited or cancelled, if it could not be conducted remotely, the School has scheduled a number of Town Halls with respective constituents (faculty and staff, students) to discuss academic and administrative issues, including but not limited to concerns and questions related to equity, diversity and inclusion.

The Chief Diversity Officer has continued to work remotely on:

- Complaint intake and investigation
- Accommodations for Individuals with Disabilities
- Recruitment advertising and outreach, for specific, approved positions
- Oversight of hiring, advancement and separation practices
- Consulting to management.

## PART TWO: DATA AND ANALYSIS

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

- Workforce Analysis (Evaluating employment within organizational units/departments)
- Analysis of job groups and academic disciplines
- Comparisons with labor market availability measures (utilization analysis)
- Reviews of Personnel Actions, Recruitment and Hiring, and Compensation.

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

### DATA SOURCES

This section describes how CUNY prepares data for this report.

#### Employee Data

On June 28, 2021, we extracted data on full-time employees active as of June 1, 2021 from CUNY's system of record, CUNYfirst. We include individuals on most paid leaves, including medical leave and fellowship/sabbatical leave. We do not include individuals on terminal leaves such as retirement leave, student workers (including Graduate Assistants) or individuals employed separately by CUNY's Research Foundation.

We invite employees to self-identify gender, race/ethnicity, veteran status, and disability status. Employees may update selections at any time on an Employee Self-Service portal. We last conducted a self-identification canvas in May 2018 via email. We provided an FAQ document to explain the reasons for collecting this data, and stressed that providing it is voluntary.

We also invite job applicants to self-identify on the job application portal.

#### Self-Identification Categories

We use the following categories to evaluate representation by race/ethnicity for the federal Affirmative Action plan:

- Total Minorities (all groups other than White, reported as a single category)
- Asian (consolidates Asian, Hawaiian, and Other Pacific Islander)
- Black/African American
- Hispanic/Latino
- White (not a protected group).

American Indian/Alaska Native and Two or More Races are included under Total Minorities but not separately reported.

If a person identifies as both Hispanic/Latino and some another group, they are recorded as Hispanic/Latino, and not as Two or More Races.

Consistent with long-standing agreements, we ask employees to self-identify Italian American

status, and create a separate Italian American Affirmative Action Plan.

To retain overall comparisons to individuals in federal categories and to prevent double counting, Italian Americans are not included in Total Minorities in either plan. If individuals indicate both Italian American and federally protected ethnicity categories, we default to the federally protected category, to prevent double counting.

We use federally mandated gender categories of male and female for purposes of this plan. Our system captures non-binary general identification, but only individuals specifically identifying as “female” are included in the federally protected gender category.

**All School employees, except 1 have identified their gender and ethnicity for this reporting period. The School notes that employees are encouraged to self-identify, and while the system allows non-binary identification, the data reflects only the federally-mandated categories of male and female. Disability and Veteran status are priorities for future self-identification campaigns.**

### **Labor Market Source Data**

We compare the employee population with the Labor Market from which CUNY would reasonably recruit, train, or promote, by job group. We last updated Labor Market estimates in May 2019.

- For internal candidates, we utilized lists of CUNY-wide appointments over the 2017-2018 and 2018 - 2019 periods for weighting and lists of feeder jobs, using the demographics of the candidate groups as of the June 1, 2018 employee census.
- For external candidates, we utilized the US Census American Community Survey (ACS), 5-year estimate, 2013-2017 (final), extracted from University of Minnesota’s Integrated Public Use Microdata Sample (iPUMS).
- For faculty discipline-based estimates, we utilized the US Department of Education’s National Center for Education Statistics’ Integrated Post-Secondary Education Data System (IPEDS) completion data, 2015-2016 (final). We use the Classification of Instructional Programs (CIP) to identify disciplines.

## **WORKFORCE ANALYSIS**

Workforce Analysis is a review of the representation of females and minorities by division, department and title, evaluating diversity by organizational unit rather than job group. We review the data organized by job title in order of rank or salary grade. We also review professorial faculty by tenure status within department. Due to length, Workforce Analysis charts are not included here.

## **JOB GROUPS, DISCIPLINES, AND MARKET DATA**

### **Job Groups**

We analyze data according to groups of jobs with similar duties and qualifications. CUNY establishes job groups and reviews them annually, as detailed in **Appendix C**. A major input is the federal Standard Occupational Classification (SOC) system. We also combine job groups into categories

based on the federal EEO-1 categories for some summary reports.

The next two pages provide a summary of staffing by job group, followed by a summary of professorial faculty by rank and tenure status.

## **COMPARISON OF WORKFORCE SUMMARY DATE (2020:2021)**

There was no change in the total number of employees which maintained at 114.

Female representation increased from 70 to 74 and minority representation decreased from 63 to 61.

### **In Job Groups:**

#### Executive/Administrative/Managerial:

The position of the Chief Executive was separated from the total count in the Administration 1 category based on the understanding that the position reports outside of the organization.

Total staff increased by 1 with the addition of a position in the managerial rank in Security. The position is held by a minority female.

#### Professional Faculty:

The total number of faculty increased to 47, adding 2 new faculty, one in the professorial rank and one in the Lecturer rank.

The number of female faculty increased from 25 to 28, with minority representation maintaining at 14.

#### Professional Non-Faculty:

The total number of employees in this job group increased by 1 in the Administration 3: Professional group with the addition of a female hire. Minorities maintained at 14.

#### Technicians:

The total employees with female and minority representation is maintained.

#### Craft Workers:

The School maintained the number and representation in this job group.

#### Service Workers and Others:

The position of Campus Public Safety Sergeant was moved to the managerial rank.

All other titles in this job group were maintained as were females and minority counts.

Of the total 11 employees in this job group, 5 are females and all are minorities.

The School will continue to make a good faith effort to recruit and hire diverse candidates for vacancies, as they become available. We note here that the University has announced a severe fiscal crisis and has instituted a "hiring freeze" until further notice. University management has reserved the right to approve posting and hire for any critical vacancies that may arise during this period.

### **Summary of Faculty by Tenure Status:**

The School has a total of 47 faculty. Of the 47, 42 faculty are in professorial titles.

- The School has 3 Distinguished Professors, of whom 1 is a minority female.

- The School has 9 Professors. Of the 7 tenured professors, 4 are female, 1 is a minority male. Of the 2 tenure-track professors, 1 is a minority male.
- The School has 17 Associate Professors. Of the 17 Associate Professors, 11 are tenured. 8 of the tenured are females and 2 are minorities. Of the 6 tenure-track Associate Professors, 4 are females, 3 of whom are minorities. There is one minority male.
- The School has 9 Assistant Professors. 2 are tenured with one female in the title. Of the 7 tenure-track Assistant Professors, 4 are females 2 of whom are minorities. There are 2 minority males.
- The School has 4 faculty in the Research-Faculty titles – all females, with 2 in the Research Associate Professor title and 2 in the Research Assistant Professor title. 1 individual is a minority female and one identifies as Italian-American.
- Other titles in faculty rank include 5 individuals as follows:
  - 1 Clinical Professor;
  - 1 Lecturer-Doctoral Schedule with a CCE;
  - 2 Distinguished Lecturers, of whom 1 is female; and
  - 1 Instructor- Librarian, who is female.

### **Labor Market Availability**

Labor Market Availability is an estimate used to benchmark utilization of protected groups, by job group. It represents the proportion of each protected group available for employment in the labor market from which CUNY recruits (both internally and externally). CUNY last updated Labor Market Availability estimates in May 2019. **Appendix C** and **Appendix D** provide the basis for each calculation and details the factors we use. They cover the weighting of internal and external labor markets, geography, occupational qualifications, degree requirements, and academic discipline assignments.

### **UTILIZATION ANALYSIS**

We compare CUNY’s workforce with estimated Labor Market Availability by job group. We evaluate utilization for females, major federal ethnicity categories (Asian, Black/African American, and Hispanic/Latino and Total Minorities).

We evaluate job groups with a minimum of five incumbents, with the caveat that analyzing groups of less than 30 employees may generate less reliable results.

The Dean’s position reports outside of our establishment and is not included.

We report underutilization where the percent of individuals belonging to a protected group is less than 80% below the labor market estimate, and the difference is equal to at least one full-time equivalent employee.

**Appendix E** details utilization/underutilization in each category (job group and/or academic discipline). We consider job groups and disciplines for which there is underutilization as priorities for placement goals and enhanced outreach when there are hiring opportunities.

Year-to-year variations in underutilization arise from a combination of changes in availability, hires, advancements, and separations. It is usually not possible to pinpoint a single, direct cause. In job groups with small numbers of employees, results may change substantially with small staffing changes.

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



## Utilization, Underutilization, and Placement Goals 2021

Two tables – 1) Staff and 2) Faculty-both Lecturer and Professorial show the summary of underutilization. The tables highlight the underutilization reported in 2020 compared to underutilization in 2021.

### **Staff:**

#### Executive/Administrative/Managerial:

There are no underutilizations in the Executive/Administrative/Managerial category.

#### Professional Non-Faculty:

Info Tech: Professional: One underutilization of Black /African American in the IT Computer Professional category remains.

#### Service Workers and Others:

The number of positions in this category is less than 5 in the reporting year and therefore, not calculated for underutilization purpose.

### **Faculty:**

Faculty-Professorial: Maintaining the record of 2020, the School reports no underutilization of female or minorities in the Biological and Biomedical Sciences discipline.

Health Professions and Related Programs: The School reported underutilization of 1 Black /African American. This underutilization has been eliminated in 2021.

Social Sciences: In 2020, based on the Labor Market Availability showed an underutilization of 1 Hispanic/Latino and the underutilization is maintained in 2021.

The School will pay particular attention to the job groups /titles where underutilization is being consistently maintained. Under the current fiscal constraints, recruitment and hiring is either cancelled or on hold. Therefore, underutilization in areas where there is no opportunity to hire will remain. Efforts to reduce or eliminate such underutilization will be undertaken when there are opportunities to increase or fill positions.

## OTHER ANALYSES

### Personnel Activity

We review personnel actions for adverse impact. This means that we compare rates of hiring, promotion and termination of employees by gender and ethnicity and note material differences. We review activity for all job groups and report the results here for those groups with a material number of actions and/or applicants. **Appendix F** summarizes job actions, including tenure, by Gender and Ethnicity.

To estimate net changes by job group, we compare employee title changes between two reference dates (June 1, 2020 and June 1, 2021). We use this method to accommodate timing and issues in interpreting system data. This method produces a reasonable estimate but may leave out some actions, such as an employee changing job groups more than once over the year. We note hires, moves to a higher or lower job group, moves within a job group, and separations

Similar to procedures in financial accounting, employees who leave one job group to take a position in another are reported as separated from one group and joining another. We consider transfers between CUNY units as a separation from one campus and a hire in the other.

Federal guidelines state adverse selection may occur when any one group (protected or not) has a selection rate less than 80% of the selection rate of the most-selected group.

Tenure is a permanent status granted to professorial faculty and College Laboratory Technicians. Lecturers are eligible for a similar status, Certificate of Continuous Employment (CCE). Lecturers and College Laboratory Technicians are eligible after meeting service requirements. For professorial faculty, there are extensive reviews resulting in tenure recommendations to the President. We may hire some senior faculty with tenured status.

### Summary of Personnel Activity by Job Group 2020-2021

The School showed the following personnel actions:

- The School made 7 hires from outside of CUNY. Of the 7 hires, 6 were females and 2 were minority females. 4 hires were made in the Professional faculty job group.
- There were 6 separations recorded, which included 2 faculty retirements.
- Other movements included:
  - o 2 females gained tenure as Associate Professors. One was a tenure with promotion.
  - o 1 minority female advanced from a lower job group to a higher job group (Security title).
  - o 1 male who advanced from a lower job group to a higher job group in the Information Technology job group
  - o 1 female returned to the faculty title from the Executive / Administrative / Managerial job group.

**Tenure** is a permanent status granted to professorial faculty and College Laboratory Technicians. Lecturers are eligible for a similar status, Certificate of Continuous Employment (CCE). Lecturers and

College Laboratory Technicians are eligible after meeting service requirements. For professorial faculty, there are extensive reviews resulting in tenure recommendations to the President. We may hire some senior faculty with tenured status.

**Appendix F** provides details of faculty receiving tenure/CCE status effective during the past plan year, covering those awarded tenure, hired with tenure (includes faculty rehired after long-term leaves), and denied tenure.

- The School hired a female professor with tenure.
- The School awarded tenure to 2 professorial females, one gaining promotion from Assistant Professor to Associate Professor.

**Appendix F** also provides details of exceptions approved through a Search Waiver process. These hires represent situations where extraordinary circumstances made it highly unlikely we could fill the position competitively. We also grant waivers for positions representing a transfer of funding sources. The Chief Diversity Officer and University management approve search waiver applications.

#### **Search Waivers:**

3 search waivers were requested by the School during the plan period June 1, 2020-May 31, 2021.

- In order to maintain efficient and seamless library operations at the School, the Instructor-Librarian position was transitioned from the prior CUNY campus where the library functions were located. The Instructor-Librarian was moved to the School to continue service and maintain operations.
- Two search waivers were requested for individuals with extraordinary qualifications: both are females appointed as a Distinguished Lecturer, and a Research Assistant Professor.

#### **Recruiting Activity**

CUNY is committed to equitable practices to recruit a diverse and highly qualified workforce. The Chief Diversity Officer reviews applicant data and recruiting outcomes to determine if there is a need to adjust recruiting and outreach plans.

Prior to posting a job vacancy, the Chief Diversity Officer reviews Physical and Mental Qualifications and posting language in general. They also review Recruiting Plans for intended outreach. We post open positions and Civil Services Notices of Exam on our careers page (for faculty, 30-60 days and for staff, 14-30 days).

We invite candidates to self-identify gender, race/ethnicity, disability status, and veteran status and inform them that self-identification is voluntary.

We conduct most faculty and administrative hiring by appointing a diverse Search Committee for initial screening. The Chief Diversity Officer provides an orientation, or “charge”, to committee members on effective selection practices, including practices aimed at reducing potential for bias. The Chief Diversity Officer reviews applicant pools for sufficient representation and certifies pools

prior to committee review, and reviews selections again as searches near completion. Committees refer finalist candidates to the hiring manager(s) for a final selection.

**Appendix G** summarizes recruiting and selection by job group for searches concluded with a job offer between June 1, 2020 and May 31, 2021.

As per federal Internet Applicant guidelines, an "applicant" is someone who applies to a specific opening, has the minimum qualifications, is considered, and does not withdraw. We analyze applicant pools and selection rates for interviews, offers, and hires.

We report all searches resulting in an offer during the previous plan year. For some searches, notably faculty, there is a time gap between offer and start dates. To avoid a lag in reporting, we include searches based on date of accepted job offer, even if the employee has not started work before June 1. This circumstance explains differences between the personal activity reports and recruitment reports.

During the plan year, 2020-2021, the School successfully completed one search in the Administration 2 job group.

- The position received 113 applicants of whom 66 were females and 70 identified as minorities.
- 2 identified as Veterans and 12 identified as Individuals with Disabilities.
- Of the 113 applicants, 6 individuals were selected for interviews, of whom 4 were females. 3 of the interviewees identified as minorities.
- The School hired a female for the position.

The School notes that due to the hiring freeze by CUNY, 2 faculty searches and 5 staff position searches were postponed or cancelled. The School received approval to re-open the faculty searches in late spring 2021. Of the 5 staff searches, 3 received approval from CUNY to reopen. Searches were conducted over the summer. Results of these delayed searches will be included in the next annual report.

## **Compensation**

We develop pay plans according to instructions provided in bargaining unit contracts, Civil Service regulations, Prevailing Wage determinations, and university policies. Plans include the Executive Compensation Plan (ECP), Faculty and Non-Teaching Instructional Staff Pay Plan, Classified Civil Service Plans for Managerial and Non-Managerial Personnel, and Prevailing Wage schedules for Skilled Trades. CUNY's Trustees review and approve all pay plans.

The Chief Diversity Officer reviews overall practices such as:

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

The Chief Diversity Officer and Human Resources Director discusses compensation best practices and areas of risk with the Dean and the senior members of his administration on an ongoing basis.

## PART THREE: ACTION-ORIENTED PROGRAMS

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This section provides a qualitative assessment of prior-year goal attainment and details efforts aimed at achieving next year's goals and addresses:

- Prior-Year Programs
- 2021-2022 Planned Programs
- Ongoing Activities
- Internal Audit and Reporting.

### PRIOR-YEAR PROGRAMS

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

The SPH Strategic Framework includes baseline and developmental work on key goals to support the Vision and Mission of the School, and centers diversity, equity and inclusion values in each outcome:

#### Educational Excellence:

Provide rigorous, accessible, and innovative educational programs, in-person and online, that effectively prepare students, trainees, and fellows as public health thought leaders and professionals.

#### Research and Scholarship:

Advance high-quality research and scholarship that improves health outcomes, informs public health policy and practice, and creates social value.

#### Service and Community Impact:

Be a trusted, reciprocal, and respectful partner in advancing health equity in our local community, our state, and globally and serve as a reliable partner with the public and private agencies that serve the city and the state.

#### Student Success:

Enhance achievement, engagement, and well-being throughout the educational experience of a diverse body of students.

#### Professional Development:

Advance lifelong learning and other opportunities for the professional growth of the CUNY SPH community.

#### Organizational Excellence:

Serve as an effective steward of the public trust by operating as an effective, sustainable, and inclusive organization within a shared governance structure.

The work related to the outcomes of each goal has been steadily progressing, although the implementation of some DEI projects and activities linked to the strategic framework were limited or delayed due to the remote work environment.

Additionally, in Spring 2021, following the establishment of the Committee for Equity and Inclusion, members began their deliberations on the CEI mission and goals. To understand the status of DEI at the School, members utilized the CUPA-HR DEI Measurement Index Survey to identify areas of need and focus in 5 key factors at the School:

- Communication and Education
- Culture
- Assessment
- Infrastructure and Investment
- Compensation, Recruitment and Retention

The results of the survey were discussed as the baseline for developing goals for the CEI. The work continued in Fall 2021.

The CEI also intends to undertake a comprehensive campus climate survey in Spring 2021 to establish a baseline understanding from students, faculty and staff on DEI values and status at the School. Based on the recommendations of such a survey, the CEI will develop a School-wide DEI action plan.

## 2021-2022 PLANNED PROGRAMS

In this section, we affirm placement goals and key initiatives.

### Planned Campus Programs, 2021-2022

As part of the Strategic Framework, the School intends to undertake a comprehensive needs assessment survey to assess and identify professional development and DEI needs at the School and provide appropriate information and training.

Program	Expected Impact/Job Group
Training for managers and supervisors with DEI lens	Staff
Revising HR processes to better serve the School	Faculty and staff
Schedule opportunities for open discussion on DEI topics	Students, faculty, and staff
Continue enhancing DEI lens in pedagogy and instruction	Students and faculty

## ONGOING ACTIVITIES

The Chief Diversity Officer oversees all recruitment processes, including providing orientation and training search committees on fair and equitable search practices.

As noted above, recruitment and hiring was minimal during the period June 1, 2020 - May 31, 2021. The CDO met with 3 search committees to provide orientation and training with a focus on implicit bias and non-discrimination in the search process, and diversity focus in hiring.

The University Office of Human Resources provides extensive support for recruitment and hiring through the following actions:

- List job vacancies with State Workforce Agencies and Veterans' centers
- Maintain consolidated advertising programs, including job boards serving Veterans, Individuals with Disabilities, women, and protected minorities
- Maintain social media accounts for recruitment and employment branding
- Advertise and administer Civil Service examinations
- Distribute training materials on effective recruiting and selection
- Provide training and updates to Chief Diversity Officers.

Recruitment policies support diverse applicant pools through:

- Required posting of open positions and of Civil Service Notices of Exam; typical faculty vacancies are posted for 30-60 days and administrative vacancies are posted for 14-30 days
- Collecting applications in a single system where pre-established screening practices may be applied
- Inviting candidates to self-identify race/ethnicity, gender, veteran status, and disability status when applying; data is kept confidentially and used to analyze applicant pools
- For many positions, a diverse Search Committee evaluates candidates according to consistent, job-related criteria.

The CDO has established a documented workflow for managing recruitment, search and hiring processes. This workflow provides clearly documented applicant and interview reviews and therefore, transparency of the School's commitment to fair and equitable hiring and diversity.

#### **Compliance Training:**

CUNY has implemented an on-line training program for faculty and staff on sexual harassment prevention – ESPARC (Employee Sexual and Interpersonal Violence Prevention and Response Course). The CDO / Title IX Coordinator regularly reviews compliance by employees and collaborates with the Human Resources Office at the Graduate Center on completion reports and follow-up with individuals who have not completed the training within the specified time period.

The CDO/Title IX Coordinator also provides Title IX policy overview and information to faculty and staff at the beginning of the 2020-21 academic year. In September 2020, the CDO/Title IX Coordinator provided information and awareness sessions on CUNY's revised Policy on Sexual Misconduct.

## **INTERNAL AUDIT AND REPORTING**

The Chief Diversity Officer posts and distributes notices of policies, new/revised regulations, and similar compliance information, and makes the Affirmative Action Plan available for public inspection. The CDO integrates compliance information into faculty, student and staff training programs.

The Chief Diversity Officer's responsibilities for audits and reviews include:

- Monitoring personnel actions, including new hires, transfers, promotions, and terminations
- Monitoring employee self-identification programs
- Reviewing recruiting outreach and advertising



- Monitoring complaints/incident reports which may indicate underlying trends
- Reviewing personnel practices and the Affirmative Action Plan with management
- Advising management of program effectiveness and providing recommendations for improvement.

The School maintains employment records in the CUNYFirst system used to provide the data underlying Affirmative Action Plans. Through the Plan Year, the Chief Diversity Officer, in collaboration with the Office of Human Resources, Graduate Center, scheduled regular audits of employee records in CUNYfirst to ensure data integrity and quality.

The University reports statistics and diversity metrics to the University community and the CUNY Board of Trustees.

## PART FOUR: INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS

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Federal regulations mandate Affirmative Action plans address hiring and advancement of Individuals with Disabilities and Veterans. This section, as mandated by regulation, covers:

- Equal Opportunity and Non-Discrimination Policy
- Review of Personnel Processes
- Review of Physical and Mental Qualifications
- Reasonable Accommodations
- Harassment Prevention Procedures
- External Policy Dissemination
- Outreach and Positive Recruiting
- Internal Policy Dissemination
- Implementation Responsibility
- Training
- Audit and Reporting System
- Benchmark Comparisons.

### EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY

The City University of New York (“University” or “CUNY”), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of The University.

*It is the policy of The University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.*

*It is also The University’s policy to provide reasonable accommodations to applicants, employees and other persons on the basis of disability, religious practices, pregnancy or childbirth-related medical conditions, or status as victims of domestic violence/stalking/sex offenses.*

*This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.*

The City University of New York is committed to a policy of equal employment and equal access in its educational programs and other activities. Diversity, inclusion, and an environment free from discrimination are central to CUNY’s mission. CUNY posts its policies on non-discrimination, sexual misconduct, and affirmative action on its website. We have posted these policies on the internet.

## REVIEW OF PERSONNEL PROCESSES

We seek to ensure personnel processes support equal employment opportunity for employees and applicants who are Individuals with Disabilities and/or Protected Veterans. We periodically review practices for potential barriers to employment, training, and promotion.

Personnel practices do not stereotype Individuals with Disabilities or Protected Veterans or otherwise limit access to employment. We include Individuals with Disabilities and Veterans in media such as college publications and websites.

We invite employees to self-identify through an online self-service system. We invite applicants to self-identify through CUNY's online applicant tracking system.

CUNY maintains appropriate security measures for confidentiality of personal data.

We last conducted a self-identification campaign in 2018.

## REVIEW OF PHYSICAL AND MENTAL QUALIFICATIONS

We ensure physical and mental qualifications are job-related and consistent with business necessity and safety. We periodically review physical and mental qualifications as they relate to employment, training, and promotion.

We review position requirements before listing a job vacancy. We review any new job qualifications or conditions to ensure they would not screen out qualified Individuals with Disabilities or Protected Veterans.

CUNY's Civil Service unit reviews job requirements prior to issuing new or revised Civil Service job descriptions. The university also provides a checklist for planning a recruiting effort with a sign-off on job requirements.

## REASONABLE ACCOMMODATIONS

We provide reasonable accommodations to Individuals with Disabilities and Disabled Veterans in employment matters. As per *CUNY Procedures for Implementing Reasonable Accommodation and Academic Adjustments*, Human Resources Directors are responsible for responding to accommodation requests by applicants, employees, contractors, visitors, and others.

The School contact for accommodation requests is:

Name: Arthur McHugh, Jr.  
Title: Director of Human Resources  
Phone: 646-364-9764  
Email: [Arthur.Mchugh@sph.cuny.edu](mailto:Arthur.Mchugh@sph.cuny.edu)

Information for applicants for employment is provided through the link for Employment on the

CUNY Website. Information for applicants for employment is also available on the [CUNY SPH Employment Opportunities](#) webpage. There is also a link at the bottom of each job posting on <https://cuny.jobs>, which directs the candidate to our accessibility page. Applicants may also contact the Office of Recruitment and Diversity at [jobs@cuny.edu](mailto:jobs@cuny.edu).

The information statement reads:

*Any applicant who requires an accommodation for a disability in order to apply for a position or proceed with the job search process should contact the Human Resources office at the College posting the position (see [CUNY employment site: https://www.cuny.edu/employment/campus-hr.html](#)) or contact the Office of Recruitment and Diversity at [jobs@cuny.edu](mailto:jobs@cuny.edu) or at 395 Hudson St., New York, NY 10014.*

We provide reasonable accommodations to individuals based on: a disability; pregnancy, childbirth, or medical condition related to pregnancy or childbirth; religious practice; and status as a victim of domestic violence, sex offense or stalking.

**During 2020-2021:**

There were no accommodation requests made during the plan year 2020-21.

The Office of Information Technology invested in hardware to support remote working staff.

## **HARASSMENT PREVENTION**

CUNY has developed anti-harassment policies and procedures concerning Individuals with Disabilities and Protected Veterans. The 504/ADA Coordinator reviews personnel practices to ensure access and non-discrimination for Individuals with Disabilities. The Chief Diversity Officer reviews practices for Veterans.

## **EXTERNAL POLICY DISSEMINATION**

Each job vacancy announcement includes a summary of CUNY's policy.

Each job vacancy announcement includes a summary of CUNY's policy. CUNY posts its Non-Discrimination Policy on its [Employment](#) portal as well.

CUNY's Office of Labor Relations provides an annual notice of our policies to labor unions. Our establishment (or the university, as appropriate) sends written notice of the Affirmative Action Policy to subcontractors, vendors, and suppliers, requesting compliance.

## OUTREACH AND POSITIVE RECRUITING

### Summary of Prior-Year Outreach

This past year, we made the following outreach efforts to Veterans and Individuals with Disabilities:

<b>Program / Effort</b>	<b>Impact/Discussion</b>
Targeted and specific outreach to Veterans and Individuals with Disabilities through job websites	Increase diversity in applicant pools
Awareness training and information to search committees	Increase awareness and sensitivity to candidates
Dissemination of the CUNY Policy on Reasonable Accommodations	Increase awareness and sensitivity to employee requests and needs

### Planned Outreach for 2021-2022

We plan to pursue the following next year:

<b>Program / Effort</b>	<b>Goals/Expected Impact</b>
Targeted and specific outreach to Veterans and Individuals with Disabilities through job websites	Increase diversity in applicant pools
Awareness training and information to search committees	Increase awareness and sensitivity to candidates
Dissemination of the CUNY Policy on Reasonable Accommodations	Increase awareness and sensitivity to employee requests and needs

The CDO will undertake specific discussions with each search committee, highlighting recruitment and outreach efforts, and providing training on conducting inclusive searches to increase the inclusion of Veterans and Individuals with Disabilities in applicant and interviewee pools and to support hires.

Specific workshops will be provided through the academic year to supervisors and managers to increase awareness and sensitivity to employee requests and needs.

Ongoing efforts include:

- Disseminating information concerning employment opportunities to outlets reaching Disabled Veterans, other Protected Veterans, and Individuals with Disabilities
- Advertising job openings with a variety of external resources, including required reporting to the New York State Labor Department and related agencies

- Filing the annual federal VETS-4212 report
- Assisting Veterans with a passing score on a competitive Civil Service examination to apply for additional points based on Veteran or Disabled Veteran Status (as per NY State statute)
- Assisting qualified Individuals with Disabilities with to classified competitive Civil Service titles without an examination (55(a) Program).

## **INTERNAL POLICY DISSEMINATION**

To foster positive support for Affirmative Action programs for Protected Veterans and Individuals with Disabilities, we have:

- Included policies in manuals and other publications
- Explained policies and individual responsibilities to senior management and supervisors
- Conducted training for employees involved in recruitment, selection, and promotion decision-making
- Discussed policies in employee orientation and management training programs
- Included information on the accomplishments of Disabled Veterans, other Veterans, and Individuals with Disabilities in unit communications
- Posted and provided links to the *CUNY Procedures for Implementing Reasonable Accommodation and Academic Adjustments* and the *CUNY Policy on Non-Discrimination* (which also covers protection from harassment on the basis of disability) on syllabi templates, and relevant student and employee-related webpages
- Featured persons who are Individuals with Disabilities in handbooks or similar publications

## **IMPLEMENTATION RESPONSIBILITY**

As part of its efforts to ensure equal employment opportunity to Disabled Veterans, other Veterans, and Individuals with Disabilities, we have designated specific responsibilities.

### **The Dean**

The Dean, Dr. Ayman El-Mohandes, oversees Affirmative Action and compliance programs. He/she appoints a 504/ADA Coordinator to oversee compliance and provides support and resources for Affirmative Action and compliance. The 504/ADA Coordinator and the Chief Diversity Officer report issues uncovered in interview reviews to the President who oversees appropriate responses.

### **504/ADA Coordinator**

As 504/ADA Coordinator, Sahana Gupta

- Chairs 504/ADA Committee
- Monitors 504/ADA compliance
- Reviews and resolve issues such as disputed accommodation decisions
- Maintains records of accommodation requests and outcomes
- Ensures records are stored securely and confidentiality is maintained
- Provides training as needed on issues related to Individuals with Disabilities.

### **504/ADA Committee**

The 504/ADA Committee advises the 504/ADA Coordinator. It includes representatives from various

departments, and programs, including programs for Veterans and Individuals with Disabilities.

The School established the 504-ADA Committee in Fall 2020 with the following members:

- Meredith Manze, Faculty, Dept. of Community Health and Social Sciences
- Arthur McHugh, Jr., Director, Human Resources
- Jeanette Rodriguez, Student Disabilities Coordinator, Office of Accessibility Services

The 504-ADA Committee meets once each semester.

### **Other Officials**

Other officials assume help assure compliance with regulations through working with management to fund, identify and implement accommodations and other accessibility improvements.

### **University Management**

CUNY's Office of Recruitment and Diversity manages systems that capture self-identification data and provides data support to the campuses. The Office also administers CUNY's 55(a) program to provide opportunities in Civil Service positions to Individuals with Disabilities.

## **TRAINING**

We assure individuals involved with recruitment, selection, promotion, disciplinary actions, training, and similar activities receive an orientation on relevant rules and regulations and the Affirmative Action Plan.

CUNY's Office of Recruitment and Diversity and the Office of Professional Development and Learning Management provide training opportunities to help employees maximize their personal and workplace effectiveness, including Diversity Training courses.

The Chief Diversity Officer will continue to provide training for faculty and staff who serve on search committees to increase awareness and sensitivity to diversity in the applicant and interviewee pools.

The Chief Diversity Officer provides information and training workshops on topics such as Diversity and Inclusion in the Workplace, and Reasonable Accommodation Policy and Procedures.

In the remote working environment, the ADA-504 Coordinator worked collaboratively with human resources and management to ensure accommodations requested due to the pandemic were fairly answered and provided.

The Chief Diversity Officer will attend training sessions provided by or sponsored by CUNY.

## **AUDIT AND REPORTING SYSTEM**

The Chief Diversity Officer audits the effectiveness of outreach and Affirmative Action programs in general and monitors recruitment practices and discrimination claims related to status as a Veteran or Individual with a Disability.

The 504/ADA Coordinator oversees audit and reporting in support of Individuals with Disabilities. He/she identifies and addresses barriers to access and evaluates remedial actions.

The CDO/ADA-504 Coordinator reports all findings to the Dean.

## **BENCHMARK COMPARISONS**

### **Staffing**

**Appendix H** summarizes Individuals with Disabilities by job group. The US Department of Labor suggests a benchmark of 7.0% for each job group. There is no requirement to calculate underutilization or set placement goals.

There is no federal benchmark for Veteran utilization.

### **Hiring Rates**

The Exhibit on the following page illustrates hiring rates for Veterans and Individuals with Disabilities as compared with previous plan years, presented as prescribed by the US Department of Labor.

In March 2021, the federal government set the benchmark Hiring Rate for veterans at 5.6%, representing the prevalence of veterans in the United States workforce. There is no federal hiring rate benchmark for Individuals with Disabilities.

The School continues to make efforts by monitoring recruitment, application and appointment processes to assure representation of Protected Veterans and Individuals with Disabilities.



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

### Veterans Hiring Rate Benchmark

The benchmark, established annually by the US Department of Labor, is 5.6% as of March 2021.

Factor	2020-2021	2019-2020	2018-2019
A. Number of applicants who self-identified as Veterans before an offer of employment is made	2	25	18
B. Total number of job openings	1	14	16
C. Total number of jobs filled	1	14	15
D. Total number of applicants for all jobs	113	1195	1437
E. Number of Veteran applicants hired	0	0	0
F. Total number of applicants hired	1	14	15
<b>Hiring Rate (E divided by F)</b>	0	0	0
<b>Federal Benchmark</b>	5.6%	5.7%	5.9%
<b>Benchmark Met (Yes/No)</b>	No	No	No

### Hiring Rate, Individuals with Disabilities

There is no recommended hiring benchmark for Individuals with Disabilities.

Factor	2020-2021	2019-2020	2018-2019
A. Number of applicants who self-identify as Individuals with Disabilities before an offer of employment is made	12	54	52
B. Total number of job openings	1	14	16
C. Total number of jobs filled	1	14	15
D. Total number of applicants for all jobs	113	1195	1437
E. Number of Individuals with Disabilities hired	0	0	1
F. Total number of applicants hired	1	14	15
<b>Hiring Rate (E Divided by F)</b>	0%	0%	6%

## APPENDICES

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- A. SUMMARY ORGANIZATION CHART
- B. RE-AFFIRMATION LETTER
- C. JOB GROUPS AND LABOR MARKET AVAILABILITY
- D. ACADEMIC DEPARTMENTS BY DISCIPLINE AND COLLEGE LAB TECHNICIAN CATEGORY
- E. UTILIZATION ANALYSIS (ADMINISTRATORS AND STAFF, COLLEGE LAB TECHNICIANS, FACULTY)
- F. SUMMARY OF PERSONNEL ACTIVITIES
- G. SUMMARY OF RECRUITMENT ACTIVITIES
- H. UTILIZATION OF INDIVIDUALS WITH DISABILITIES