EXECUTIVE ORDER 11246
AFFIRMATIVE ACTION PROGRAM
For
SECTION 503 & Section 4212 (VEVRAA)

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Prepared by:

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Affirmative Action Policy for the Employment of Persons with Disabilities and Protected Veterans

Cornell University makes all efforts reasonably feasible to take affirmative action to employ and advance in employment qualified individuals with disabilities and protected veterans at all levels of employment, including the executive level. The university will not discriminate against any employee, or applicant for employment, because of their disability or protected veteran status in regard to any position for which the employee or applicant is qualified.

Cornell University’s obligations as a federal contractor under Section 503 of the Rehabilitation Act of 1973 include an assessment of all employment practices to assure that any adaptation that permits the employment or advancement of individuals with disabilities is reasonably accommodated, provided it does not cause undue hardship to the employer. Some individuals may require flexible work schedules, work site accommodations, or auxiliary aids to perform the required duties of a job. Reasonable accommodation to needs such as these is the university’s affirmative action responsibility under the law.

Cornell also invites qualified individuals with disabilities and individuals who wish to be included under our Affirmative Action Program to identify themselves during the application process and/or after an offer has been extended but prior to the first day of employment. Current faculty and staff with disabilities and those who are U.S. protected veterans are invited to identify themselves during our annual self-identification period or in the personal information section of Cornell’s Workday employee system. This identification is strictly voluntary and confidential.

Cornell’s Equal Opportunity Policy Statement for Individuals with Disabilities and Protected Veterans

In 1991, the Board of Trustees established Cornell University’s Statement on Equal Education and Employment Opportunity, which was updated in May 2005 and most recently amended in February, 2014. Pursuant to 41 CFR §§ 60-250.44(a), 41 CFR §§ 60-300.44, and 41 CFR §§ 60-741.44(a), this policy, which includes equal employment opportunity for individuals with disabilities and protected veterans is set forth on the page which follows.
Cornell University has an enduring commitment to support equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination.

Association with Cornell, either as a student, faculty, or staff member, involves participation in a free community where all people are recognized and rewarded on the basis of individual performance rather than personal convictions, appearance, preferences (including sexual or affectional orientation), or happenstance of birth.

Cornell University's history of diversity and inclusion encourages all students, faculty and staff to support a diverse and inclusive university in which to work, study, teach, research and serve.

No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, marital status, citizenship, sex, sexual orientation, gender identity or expression, age, disability, or protected veteran status. Cornell University is an affirmative action/equal opportunity employer.

Concerns and complaints related to equal opportunity in education and in employment based on aspects of diversity protected under federal, state, and local law, including sexual harassment complaints filed by any member of the Cornell community against an academic or nonacademic staff member, as well as complaints arising under Title IX should be directed to Workforce Policy and Labor Relations, 391 Pine Tree Road, Ithaca, NY 14850; 255-4652; equalopportunity@cornell.edu.

Cornell University is committed to assisting those persons with disabilities who have special needs related to their educational pursuit or employment. Information on services provided to prospective and current Cornell students with disabilities can be obtained by contacting the Student Disability Services Office, 429 Computing and Information Center, Ithaca, New York 14853-2081, (607) 254-4545. Prospective employees in need of a workplace accommodation pursuant to the Americans with Disabilities Act or New York state law should contact Workforce Policy and Labor Relations, 391 Pine Tree Road, Ithaca, NY 14850; 254-7232; equalopportunity@cornell.edu. Current employees in need of a workplace accommodation pursuant to the Americans with Disabilities Act or New York state law should be directed to Medical Leaves Administration, 365 Pine Tree Road, Ithaca, NY 14850, (607) 255-1216; email jrd14@cornell.edu.
Review of Personnel Processes

Effective diversity and inclusiveness initiatives are based on established equal opportunity and affirmative action programs to ensure equal access to employment opportunities for individuals with disabilities and for protected veterans. The university welcomes staff and faculty with diverse physical and developmental abilities, and recognizes that neither disability nor protected veteran statuses are to be a factor in the denial of employment. Pursuant to 41CFR §§ 60-300.44 (a), employment decisions are based on merit, qualifications and valid job requirements.

Cornell University is committed to ensuring that employees and applicants will not be subjected to harassment, intimidation, threats, coercion or discrimination because they have filed a discrimination complaint, assisted or participated in a discrimination complaint or investigation, or opposed an act or practice made unlawful by the Vietnam Era Veterans Readjustment Act (VEVRA).

Pursuant to 41 CFR §§ 60-741.44(b) and 41 CFR §§ 60-300.4(c), Cornell University ensures that its personnel processes provide for careful, thorough, and systematic consideration of the job qualifications of applicants and employees who are protected veterans or who have known disabilities for job vacancies filled by hiring or promotion, and for all training opportunities offered or available.

Cornell University also ensures that its personnel processes do not stereotype persons with disabilities or protected veterans in manners that limit their access to jobs for which they are qualified. Cornell University periodically reviews its personnel processes and makes any necessary modifications to ensure that these obligations are carried out.

Review of Physical and Mental Job Qualifications

Pursuant to 41 C. F. R. §§ 60-741.44(c) and 41 CFR §§ 60-300.44 (4)(c), Cornell periodically reviews all physical and mental job qualification requirements with line management and supervisors to ensure that, to the extent that qualification requirements screen out or tend to screen out qualified individuals with disabilities or protected veterans, they are job-related and consistent with business necessity and the safe performance of the job. As part of the annual performance review process, supervisors attest to their review of each position description to ensure the required qualifications are accurate and make any adjustments as the position changes.

Also, to the extent that physical or mental job qualification requirements screen out or tend to screen out qualified individuals with disabilities or protected veterans in the employment selection process, Cornell assures that the requirements are related to the specific job(s) for which the individual is being considered and consistent with business necessity by having human resources generalists review the staff position descriptions and having local human resources unit representatives manage them.
Reasonable Accommodation

The university is committed to providing opportunities for individuals with diverse physical and developmental abilities by offering effective adaptations in the workplace to eliminate barriers to work participation. Therefore, pursuant to 41 CFR §§ 300.44 (4)(d), 41 CFR. §§ 60-741.44(d) and 41 CFR §§ 60-300.6(d), the university makes reasonable accommodation to the known physical or mental limitations of all otherwise qualified individuals with a disability unless it can demonstrate that the accommodation would impose an undue hardship on the operation of the business.

These adaptations are provided to faculty and staff through university policy 6.13: Disability Accommodation Process (See Appendix A for details of this policy). Employees are responsible for initiating requests for any desired disability-related workplace accommodation by contacting, orally or in writing, their human resources representative or Medical Leaves Administration. In accordance with the Americans with Disabilities Act and the New York State Human Rights Law, Cornell University takes such requests seriously. Requests regarding Family Medical Leave Act, return-to-work situations, or short-term disability are also referred to Medical Leaves Administration.

Supervisors are responsible for immediately notifying their appropriate human resources representative of any employee accommodation request brought to their attention. Supervisors are also responsible for implementing reasonable accommodations recommended by Medical Leaves Administration; for keeping the employee’s disability accommodation request confidential; and for monitoring any interactions with the requesting individual to ensure that actions are not legitimately construed as retaliatory. These responsibilities are clearly communicated during Cornell’s New Supervisor Orientation Program.

During the 2013-2014 plan year, a total of 32 formal requests were received and processed through the office of Medical Leaves Administration. These consisted of a variety of accommodations including one for a larger computer monitor; two for assistive computer software; one for the use of a CU wheelchair; one for relief of shoveling duties; one for an employee who already had handicapped parking but was granted use of Cornell’s Red Runner car service if there were no close spots; one for a new classroom assignment; four for flex arrangements; one for noise cancelling headphones along with flex scheduling and assistive software; two for complete job reassignments; two were not pursued by the individuals making the accommodation request; one not approved for an accommodation (already doing the essential functions of the job with no difficulty) and the remainder for a variety of other standard office accommodations (i.e., standing desk, special chair, standing mat, etc.).

Harassment Prevention (and Prohibition Against Retaliation)

Pursuant to 41 CFR §§ 60-300.44(e), 60-300.44(e), and 60-741.44(e), the university also has processes in place to ensure that its employees with disabilities and protected veterans are not harassed because of their disability or protected veteran status. Employees who feel that they have experienced such harassment are advised to contact the Department of Inclusion and Workforce Diversity or the Office of
Workforce Policy and Labor Relations for information on the appropriate procedure to use.

Those persons who want to file a complaint with the Office of Workforce Policy and Labor Relations may do so, in general, up to six (6) months from the date of the last alleged discriminatory act of which the person complains. With the exception of claims arising within the Faculty Tenure Process, the Office of Workforce Policy and Labor Relations handles concerns and complaints of harassment and discrimination in a confidential manner, and resolves these concerns through a variety of methods, including informal methods of intervention, mediation, and formal investigation. In addition, the office has the responsibility for accepting and processing complaints of sexual harassment and other forms of harassment and discrimination brought against faculty members or staff employees in the course of their employment. The university’s procedures for investigating and resolving claims of harassment and discrimination may be found in university Policy 6.4, found in Appendix E: Prohibited Discrimination, Protected Status (including Sexual) Harassment and Bias Activity. The procedures section of this policy was recently revised to ensure Title IX requirements were incorporated.

Retaliation or adverse action by an agent of Cornell University against any individual for using these procedures is prohibited. Individuals who file a complaint with the Office of Workforce Policy and Labor Relations are informed that retaliation is prohibited by individuals acting on behalf of Cornell University. Breaches of confidentiality by the parties and witnesses during a fact-finding investigation may be considered retaliation as well. The Office of Workforce Policy and Labor Relations treats complaints of retaliation as a separate form of discrimination.

**Academic Grievance Procedures**

Each college has its own academic grievance procedure that falls within the guidelines of Policy 6.2.10 *Establishment of College Level Academic Employee Grievance Procedures*, the general academic grievance procedures adopted by the Faculty Council of Representatives in 1974, modified by the Board of Trustees in March 1975 and revised in May 1995. University guidelines for academic grievance procedures may be found in departmental offices, deans’ offices, the Office of the University Ombudsman and online at: http://www.dfa.cornell.edu/dfa/treasurer/policyoffice/policies/volumes/humanresources/grievance.cfm.

Academic appeals procedures were adopted by the Faculty Council of Representatives and approved by the Board of Trustees in May 1981. These procedures were subsequently revised in January 1985 and are applicable to complaints with respect to re-appointment, promotion, or tenure decisions for academic personnel.

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1 It is unlawful to retaliate against any individual because s/he has opposed any act or practice made unlawful under equal opportunity or non-discrimination law or regulation. Also, it is unlawful to retaliate against any individual who has made a charge, testified, assisted, or participated in any manner in an investigation into alleged discriminatory conduct.
Staff Grievance Procedures

The Division of Human Resources’ grievance procedure (Human Resources Policy 6.11.4: Employee Complaint and Grievance Procedure) is applicable to all Non-Academic staff except members of a collective bargaining unit, unclassified employees, and employees in the Cornell Medical School. This procedure, found online at: http://www.hr.cornell.edu/policies/Non-Academic/grievance.html is the mechanism for hearing alleged violations of university employment policies and procedures and is independent of the rights afforded by local, state, or federal law.

All employees represented by collective bargaining units are covered by grievance procedures contained in their respective labor contracts. Descriptions of these grievance procedures may be obtained from the Division of Human Resources, human resource professionals within the colleges and administrative units, the university libraries, the Office of Workforce Policy and Labor Relations, and the Office of the University Ombudsman. Copies of these labor contracts can be found online at https://www.hr.cornell.edu/policies/contracts/.

University Unit Discrimination and Harassment Advisors

The university has placed unit discrimination and harassment advisors within colleges and administrative units to help students, staff, and faculty members who have concerns or questions specifically relating to sexual and other forms of harassment based upon, but not limited to, sexual orientation, religion, race, ethnicity, gender, or disability. The harassment advisor provides information about university policy and prohibited conduct and recommends a variety of approaches and resources to help address the alleged harassing conduct, including self-help measures, informal intervention strategies, mediation, investigation, counseling, and other related support services. Also, according to Policy 6.4, harassment advisors may be asked by the concerned party and may agree to assist that party through any and all phases of the complaint investigation process.

Other Campus Resources

Judicial Administrator. The Office of the Judicial Administrator hears complaints of student-student sexual harassment incidents and complaints of harassment brought against students and visitors under the Campus Code of Conduct.

University Ombudsman. The Office of the University Ombudsman provides advice on formal and informal resolution of harassment concerns brought by any member of the university community.

Cornell Police. The Cornell University Police department is responsible for handling reports, investigations, and convictions of bias or hate crimes – criminal offenses committed against a person or property which is motivated, in whole or in part, by the offender's bias against an individual’s actual or perceived age, ancestry or ethnicity, color, creed, disability, gender, gender identity or expression, height,
immigration or citizenship status, marital status, national origin, race religion, religious practice, sexual orientation, socioeconomic status, or weight.

External Dissemination of EEO Policy

Pursuant to 41 C.F.R. §§ 60-741.44(f) and 41 CFR §§ 60-300.6(f), Cornell University’s Recruitment and Employment Center enlists the assistance and support of recruiting sources (including state employment agencies, state vocational rehabilitation agencies or facilities, college placement officers, state education agencies, labor organizations, and organizations for individuals with disabilities) to provide meaningful employment opportunities to qualified individuals with disabilities and protected veterans.

Cornell University’s Recruitment and Employment Center has also established meaningful contacts with appropriate social service agencies, organizations of and for individuals with disabilities and protected veterans, and vocational rehabilitation agencies or facilities, for such purposes as advice, technical assistance, and referral of potential employees.²

All agencies who work with Cornell are made aware of Cornell’s Equal Education and Employment Opportunity statement as part of the terms and conditions of all purchase orders, including Cornell’s commitment to equal employment opportunity for individuals with disabilities and protected veterans. Cornell has now included a special Equal Opportunity Compliance section on its vendor/contractor site stating Cornell University is a federal contractor, and this designation requires that subcontractors and vendors who work with the university comply with Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, or any other law requiring equal opportunity for disabled persons and other protected veterans. Cornell sends an annual electronic letter to all subcontractors reminding them of Cornell’s EEO policy and their responsibilities as a subcontractor. Finally, this statement is prominently placed on Cornell’s public facing website at:
https://www.hr.cornell.edu/diversity/eeeo/statement.html.

Internal Dissemination of EEO Policy

Cornell University recognizes that even a strong outreach program will be ineffective without adequate internal support from supervisory and management personnel and other employees, who may have had limited contact with individuals with disabilities or with protected veterans in the past. To assure greater employee cooperation and participation in the university’s efforts with respect to individuals with disabilities and protected veterans, pursuant to 41 CFR §§ 60-741.44(g) and §§ 60-

² Within the four-county area from which most Non-Academic employees are hired, the university collaborates with the following organizations/agencies serving persons with disabilities and/or who are protected veterans: Challenge Industries, Finger Lakes Independence Center, Workforce New York (Veterans’ employment services), and Employer Support of the Guard and Reserve (Southern NY branch).
300.6(g), the university has developed internal procedures to communicate its obligation to engage in affirmative action efforts to employ and advance in employment qualified individuals with disabilities and protected veterans. These procedures are designed to foster understanding, acceptance, and support among the university’s executives, management, supervisory, and other employees and to encourage such persons to take the necessary actions to aid the university to meet its obligations. These procedures consist of:

- including its equal employment and anti-harassment policies in its listing of university policies online at http://www.policy.cornell.edu/;
- publicizing in university media its anti-discrimination and anti-harassment policies and conducting meetings with supervisory personnel to explain the intent of the university’s anti-discrimination and anti-harassment policies and individual employee responsibility for effective implementation of these policies;
- providing union officials and/or employee representatives with information about the university’s anti-discrimination and anti-harassment policies, and requesting their cooperation;
- including anti-discrimination and anti-harassment policies as part of the new supervisor orientation program as well as individual supervisor responsibility for effective implementation of these policies;
- including individuals with disabilities and protected veterans in staff handbooks and similar employee print and web publications, when employees are featured in the same.

In addition, the university ensures: 1) the presence of required EEO posters throughout the university facilities where both employees and applicants for employment can see them; 2) that union members are notified of Cornell’s non-discrimination and affirmative action policies; and 3) that purchase orders and contracts with subcontractors contain or reference the required EEO clause and other language required by the regulations.

**Audit and Reporting System**

As part of its commitment to diversity and inclusiveness, pursuant to 41CFR §§ 60-2.17 (d), 41 CFR §§ 60-741.44(h), and §§ 60-300.44(h), Cornell University regularly audits the composition of its workforce and apprenticeship and training groups by protected veteran status and, with new regulations, has begun to track this information for auditing the workforce composition of individuals with disabilities as well. Cornell also regularly audits employment decisions for disparate impact for all protected employee groups. Results of these audits are shared with college and administrative unit HR representatives. On an annual basis, the president, provost, deans, and vice presidents are advised of the program’s effectiveness, along with recommendations to address areas of challenge. These annual reports will now include information on the
university’s progress towards the employment of individuals with disabilities and protected veterans.

To evaluate the effectiveness of these efforts, at the end of each affirmative action plan year, an in-depth analysis of the total employment process is completed to determine whether and where impediments to recruiting exist. Therefore, pursuant to 41 CFR §§ 60-2.17 (b), (2), (3), and (4), the Department of Inclusion and Workforce Diversity annually evaluates:

- Personnel activity (applicant flow, hires, terminations, promotions and training opportunities) to determine whether there are disparities based on race or gender;
- Compensation systems to determine whether there are gender, race, or ethnicity-based disparities;
- Selection processes and recruitment and referral systems to determine whether they result in disparities in the employment or advancement of minorities or women.

Pursuant to 41 CFR §§ 60-2.17(a), the extent to which these units achieve equal opportunity and to which unit leaders and supervisors implement action toward affirmative action goals will be used as a measure in performance appraisals. For staff employees, this is now part of the newly revised “inclusiveness” dimension of the Skills for Success model, along with other criteria, including quality, effectiveness and efficiency of their operations, personnel development and morale, and contribution to the achievement of university-wide objectives. A copy of Cornell’s Skills for Success model can be found in Appendix D.

Review of Employment Activity

In FY14 Cornell’s Recruitment and Employment Center (REC) expanded efforts to develop pipelines of talent to support future hiring needs by creating and fostering a variety of relationships and partnerships.

Cornell has continued to strengthen military talent pipeline and veteran outreach efforts. For example, through the Recruitment Ambassador initiative, Cornell has collaborated with employees from the Cornell Veteran Colleague Network Group, and Cornell Police in military recruitment efforts and attended three career fairs at the Fort Drum Military Transition Center in Watertown, NY.

Branding/Messaging

REC has continued to work in partnership with University Communications and campus to develop meaningful and supportive branding and messaging to meet the needs of current and future recruits. Continuing to heighten awareness around Cornell as a great place to work, the REC has been proactive in exploring opportunities to best convey this message. University Communications (UCOMM) has provided expertise in the execution of a few key initiatives. The first are two employee video vignettes that focus on what it is like to work at Cornell featuring employees who have served in the
military. Both videos, which are closed-captioned, highlight Cornell’s benefits, values, career options and workplace and diversity. Other initiatives include the further refinement of recruitment messaging and a brand new career landing page which highlights employee benefits, Cornell’s military support and life in Ithaca, NY.

**Outreach Efforts**

Additionally, Cornell’s REC continues to play an active role in local community outreach efforts. REC has partnered with community initiatives such as World of Skills Steering Committee and Job Fair and the Disability Service Providers of the Cornell Recruitment Partnership. REC has participated in ten local and national career events and has also conducted twenty-four General Employment Sessions through Tompkins Workforce New York and Cortland Works Career Center. Table 1: 2013-2014 Recruitment and Employment Center Strategies, provides more specific details of initiatives specifically focused on outreach to individuals with disabilities as well as protected veterans. These are in addition to the targeted recruiting efforts made at the individual college/unit level.
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* The Finger Lakes Independence Center is located in Ithaca, New York and is dedicated to making change through advocacy and action on behalf of people with disabilities. It is part of the larger Statewide Systems Advocacy Network (SSAN) funded and supported by the NY Association on Independent Living.
Establishment of Responsibility for AAP Implementation

Responsibility for AAP Implementation was clearly articulated in the accompanying 2014-2015 Affirmative Action Plan for Women and Minorities. These same parties hold the same responsibilities for implementing Cornell’s Affirmative Action Program for individuals with disabilities and protected veterans.

Training to Ensure AAP Implementation

In addition, the university is committed to a climate free of bias, the provision of opportunities for meaningful work, and possibilities for advancement of all individuals, regardless of race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity or expression, age, disability, or veteran status. Efforts to provide training, access to educational offerings, participation in decision making, and, where necessary, assistance in mediating the supervisor-supervisee relationship result in an overall commitment to the long-term retention of qualified employees.

Staff and faculty share responsibility for upholding Cornell’s organizational values and achieving clear organizational goals and objectives in a mutually respectful work and educational environment. All new supervisors are strongly encouraged to enroll in the New Supervisor Development Certificate Program (NSDCP), which includes the session, “Creating a Climate for Diversity and Inclusion at Cornell University,” conducted by the Department of Inclusion and Workforce Diversity. Supervisors are also introduced to the University’s “Just in Time Toolkit” – providing resources for supporting individuals with disabilities in the workplace. Instructor-led workshops are offered through the Guide to Workshops that help participants learn how to promote diversity and inclusion, such as “Transitioning to the Civilian Workforce: Strategies for Veterans.” In addition, all new employees attend the “Welcome to Cornell” new staff and faculty orientation program. During this presentation, staff and faculty learn about Cornell’s mission as well as the history of the university’s commitment to diversity and inclusiveness.

Finally, Cornell faculty, staff and supervisors are all expected to attend Cornell’s new Respect at Cornell online program. There are three versions, one targeted for each population mentioned previously. This program includes a brief video that addresses Title IX sexual discrimination issues, including preventing and addressing sexual violence. Programs/initiatives in support of targeted populations are discussed in more detail in the following sections.

Supporting Individuals with Disabilities

Cornell University is committed to assisting those persons with disabilities who have special-needs related to their educational pursuit or employment. Since 2004, the university has worked to create a comprehensive approach to addressing access for faculty, staff, and students. As a result of these efforts, in July 2013, the university continued its commitment to disability access for Ithaca campus faculty, staff, and
students, with the creation of the 2013-2014 Disability Access Management Strategic Plan (located in Appendix A or http://www.cornell.edu/disability/strategic-plan.cfm). This document provides the university’s long term goals in addressing disability access. To assist the university community with addressing the needs of individuals with disabilities, the university has established or restructured four departments: the Department of Inclusion and Workforce Diversity, Medical Leaves Administration, Student Disability Services, and Facilities Maintenance Management. These four offices work to provide disability accommodations for faculty, staff, students, and visitors to the university; address physical accessibility needs; and provide education regarding disability issues.

Information on services provided to prospective and current Cornell students with disabilities can be obtained by contacting the Student Disability Services Office, 420 Computing and Communications Center, Ithaca, New York 14853-2081; Telephone: (607) 254-4545, Fax: (607) 255-1562, Telecommunications Device for the Deaf, (607) 255-7665, http://sds.cornell.edu/. Current employees in need of a workplace accommodation pursuant to the Americans with Disabilities Act or New York state law are encouraged to contact Medical Leaves Administration, located at 365 Pine Tree Road, Ithaca, New York, 14850; 607) 255-1177; (607) 255-7066 (TTY). In the 2012-2013 fiscal year, 32 formal requests for disability accommodations were received from faculty and staff. Two of these included transferring an employee, at their request, into an open job which was more suited for their medical status. Other accommodations included flex place, voice-activated software, and ergonomic-type office equipment purchases (i.e., special mats to stand on, special computer equipment, special chair, adjustable standing desk).

In 2004, the university ramped up its efforts by convening a task force to explore what more the university could do for individuals with disabilities. Two recommendations emerged: Create a web page on disability issues and develop a strategic plan to guide the university in addressing disability issues. The web page was launched in 2007. The Cornell disability strategic plan was launched in July, 2011. The 2014-2015 Disability Access Management Strategic Plan – which outlines the accomplishments from FY14 and goals for FY15 in the six key access areas. A copy of this plan and the accomplishments can be found in Appendix B of this document.

This plan focuses on six key areas including:

1. The physical campus: To evaluate and prioritize paths of travel, accessible restrooms and elevators, signage, building renovations, transportation and accessible academic program space.

2. Education programs and services: To identify procedures to provide disability accommodations and examine policies to ensure nondiscrimination in education programs and training.
3. Communication: To design public communication materials for accessibility by persons with disabilities, to convert communications to alternate formats upon request and to represent persons with disabilities in communication materials.

4. Employment: To ensure that information on the process for requesting disability services and employment accommodations is widely disseminated to faculty, staff, and student employees and that the employment recruitment and hiring efforts include individuals with disabilities.

5. Technology: To make web publications compatible with standard adaptive software for accessibility; provide captioning or other alternatives for television and video; make assistive listening devices available in large lecture halls; evaluate electronic building access technology for accessibility; and equip campus labs with assistive software.

6. Emergency planning: To develop department plans to evacuate faculty, staff, students, and visitors with disabilities from buildings in an emergency.

**OFCCP Central/Western New York Industry Liaison Group**

In November of 1999, the director of Cornell University’s (then) Office of Workforce Diversity, Equity and Life Quality worked with the Office of Federal Contract Compliance Programs (OFCCP) to establish the first Industry Liaison Group (ILG) for employers in Central and Western New York (CWNILG). For the 2013 - 2014 plan year, the university continued its role as chair of the Central/Western New York Industry Liaison Group. Lynette Chappell-Williams, Cornell’s associate vice president for inclusion and workforce diversity, serves as CWNILG chair and was elected to the National ILG board this past year and represents the northeast region.

Three meetings occurred between July 2013 and June 2014. Additionally, a monthly disability webinar series (Sept-April) was designed to share information pertaining to disabilities. Topics presented included: recruitment, accommodations, and federal regulations. The webinars were offered to CWNILG members, Cornell University HR professionals and staff in the Employee Disability Institute (EDI), people on the EDI mail list, and other interested parties. The number of registrants per webinar ranged from 30-110, with an average of about 25 people attending each webinar.

In addition to organizing the group’s meetings, Cornell continues to maintain the CWNILG website at: [http://www.hr.cornell.edu/ilg/](http://www.hr.cornell.edu/ilg/)

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[1] The Central/Western Industry Liaison Group was formed in November 1999 by Cornell University in conjunction with the Buffalo District Office of the Office of Federal Contract Compliance Programs. The goal of the ILG is to provide an opportunity for federal contractors to discuss strategies for compliance with affirmative action regulations.
Supporting Protected Veterans

Throughout FY14, Cornell continued to develop strategies for better supporting Cornell’s many former service members and Reservists. In particular, Cornell is a founding member of the Southern Tier of NY’s chapter of the ESGR (Employer Support for Guard and Reserves), a network of employers committed to flexible policies and supportive programming for integrating work, service, and family. As part of this partnership, Cornell signed a formal agreement with ESGR called a “Statement of Support for the Guard and Reserve”, which is placed in locations visible to employees all around campus. At a joint meeting of members of the Central and Western New York Industry Liaison Group (ILG) and the Business Leaders Network (BLN), Cornell human resource professionals were briefed on the many services and financial support resources available through the USDOL/VETS programs, and the role of USERRA in maintaining gainful employment for America’s troops.

Cornell’s Veterans Colleague Network Group (VCNG), which holds monthly meetings on campus, this year published articles about veterans on campus, led a supply drive for currently deployed soldiers in Afghanistan, partnered with Cornell University’s Recruitment and Employment Center (REC) to participate in the NYC “Hire a Hero” conference, and provided greater opportunities for students, staff, and faculty to interact and form relationships with veterans and military members of the Cornell community.

With a network of 450 members across campus, the VCNG has helped Cornell better understand the needs of veterans on campus and how policies can be improved to better serve veterans and their families. Currently members are connected through a professional group on LinkedIn and an internal confluence website. VCNG is also working to expand beyond the Cornell campus by encouraging the development of veteran affinity groups at other Ivy League universities and by connecting to similar organizations at various nearby corporations.

In January 2013, the New York State Division of Veterans Affairs opened an on-campus office at Cornell in order to better serve the more than 450 veterans that work or attend school here. The office will serve student veterans, Cornell university employees who are veterans, their family members, and community based veterans and dependents. An open house was held on April 17th to officially welcome the new on-campus support service for veterans.

Recognizing the university’s commitment, the Families and Work Institute named Cornell University one of four 2013 Work Life Legacy Military Award recipients. Cornell is the first institution of higher education to be recognized. The Work Life Legacy Award was created in 2012 to help increase the number of service men and women hired into civilian jobs and help them build long-term careers.

Women, Minority, and Veteran-Owned Businesses

The President of Cornell University has recently updated the “Toward New Destinations” diversity and inclusion strategy to include outreach to the diverse supplier community. Cornell’s current strategy is to increase business 5-10% with select
suppliers and to continue to spend at least 20% of available budgets with diverse and local suppliers. Each year purchasing hosts a Supplier Show and diverse suppliers are featured and strategically located as a means to showcase these suppliers to the campus.

Cornell’s initiative includes annual self-certification of women-owned, minority-owned, veteran-owned, and disabled-owned small businesses. The university community is encouraged to purchase from local and diverse suppliers and spending data is tracked on an annual basis. Additionally, for the first time this year, Cornell utilized an opportunity with the Johnson Graduate Management School to provide business consulting services to the select suppliers. This initiative was managed by the Cornell Procurement Services team and was part of the annual goals for the Division of Financial Affairs and Cornell Information Technologies.

Below is an extract from Cornell’s procurement policy:

Cornell University will promote the development of significant and mutually beneficial business relationships with diverse and local suppliers. Particularly when utilizing federal and state funds to procure goods and services, the university will put forth a good faith effort to utilize diverse businesses when practical. For more information on diverse suppliers, see www.sba.gov/services.

The university’s Office for Supply Management Services manages all university purchase contracts with vendors. It provides clear instruction and information about the process of certifying as a Women-owned, Minority-Owned, and Veteran (including special disabled veteran)-owned business enterprise. The questionnaires are available at: http://www.dfa.cornell.edu/dfa/supply/forsuppliers/questionnaire/index.cfm. All qualifying vendors are identified in the University’s “eShop” system with applicable icons (for example, or ). They are currently launching a new supplier diversity program for the university.

**Implementation of New Federal Regulations 503(c) and VEVRAA (4212)**

In accordance with the new Office of Federal Contract Compliance regulations for improving employment opportunities for both individuals with disabilities (section 503) as well as protected veterans (VEVRAA), Cornell has implemented many new initiatives.

Initiatives which were implemented prior to March 24, 2014 include the following:

- All EEO policy and language in contracts, purchase order, and job advertisements, were updated to specifically include the words “individuals with disabilities” and “protected veterans”.
- Training was provided to the Human Resources community in early March, 2014 to discuss the new regulations, share the new goals, data retention (3 years), importance of evaluating the physical and mental qualification requirements of position descriptions, and discuss possible initiatives to help with attracting and
recruiting individuals with disabilities as well as protected veterans. The expectation surrounding evaluation of the effectiveness of these initiatives was also discussed.

- Cornell’s new EEO tagline – which is included in both internal and external communications now reads:

  *Diversity and Inclusion are a part of Cornell University's heritage. We’re an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.*

- When listing our job openings, we have ensured all information is presented in a manner and format permitted by the appropriate State or local job service, so that it can access and use the information to make the job listings available to job seekers.

- Resources are prominently presented on our hiring site to support job applicants who may need assistance with completing an application and/or special accommodations to fully participate in the hiring process. Our hiring site is screen-reader compatible.

New data collection initiatives put in place effective as of the beginning of Cornell’s new Affirmative Action Plan year, July 1, 2014:

- On all of our applicant tracking/hiring systems including Taleo, Academic Jobs Online, and Interfolio, all applicants are now asked to complete the required OFCCP disability self-identification form during the application process while completing the rest of their self-identification questions. They are also asked to self-identify their protected veteran status. For a sample of both of these self-identification forms, see Appendix-C.

- Once a candidate has accepted an offer from the university, they are issued a network identification for Cornell. They are asked to activate this identification prior to beginning work as part of the on-boarding process. As soon as they activate this – they are automatically brought to another self-identification screen which once again provides the required OFCCP disability self-identification form as well as protected veteran and other self-identification questions.

Other New Programs in Support of the New Regulations:

- Cornell plans to survey its entire employee population in early September, during the regular Vets-100A self-identification process. This survey will include the new required OFCCP disability self-identification form to collect current employee disability information. Although the regulations only require an employee survey every five years, Cornell plans to conduct this self-identification survey every year for the foreseeable future.

- Efforts will be made in FY15 to educate our employees on the ADA as amended. We will also review our current program offerings and benchmark outside best practices to determine opportunities to offer programs to better attract and retain employees with disabilities as well as protected veterans.
• Cornell is actively collecting recruiting source data from applicants. This information will be used to determine source effectiveness at the end of this AAP year. Sources which are not deemed to be effective will be re-evaluated for continued usage. Other sources will continue to be explored and evaluated.

• At the end of the AAP year, adverse impact analyses will be conducted on hiring, promotions and terminations for our self-reported disabled versus non-disabled populations. These same analyses will be conducted for individuals who identify as a protected veteran. Programs to address any job groups determined to show adverse impact will be developed to remedy any areas of concern.

**Appendices**

Appendix A: Disability Accommodation Process for Faculty and Staff

Appendix B: 2014-2015 Disability Access Management Strategic Plan

Appendix C: Sample Self-Identification Forms

Appendix D: Staff Skills for Success
Appendix A: Disability Accommodation Process for Faculty and Staff

CORNELL UNIVERSITY
POLICY LIBRARY

Disability Accommodation Process for Faculty and Staff

POLICY STATEMENT

Cornell University strives to provide an environment that is free from all discrimination, including discrimination on the basis of disability.

REASON FOR POLICY

The university is committed to diversity and nondiscrimination, and supports the employment of qualified individuals with disabilities in its workforce in accordance with federal and state laws and regulations, including the Americans with Disabilities Acts of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the New York State Human Rights Law.

ENTITIES AFFECTED BY THIS POLICY

- All units of the university, excluding the Weill Cornell Medical College, and Graduate School of Medical Sciences

WHO SHOULD READ THIS POLICY

- Faculty and staff members

*Note: Undergraduate students, graduate students, and student employees should refer to the Office of Student Disability Services, at sds.cornell.edu.

WEB SITE ADDRESS FOR THIS POLICY

- This policy: www.dfa.cornell.edu/dfa/treasurer/policyoffice/policies/volumes/humanresources/disabilityaccom.cfm
- University Policy Office: www.policy.cornell.edu

POLICY 6.13
Disability Accommodation Process for Faculty and Staff

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Disability Accommodation Process for Faculty and Staff

RELATED DOCUMENTS, FORMS, AND TOOLS

University Policies and Documents
- University Policy 2.4, Health and Safety
- University Policy 6.1, HIV Infection and AIDS
- University Policy 6.2.10, Establishment of College-level Academic Grievance Procedures
- University Policy 6.9, Time Away from Work (Excluding Academic and Bargaining Unit Staff)
- Collective Bargaining Agreements (for bargaining unit employees)
- Human Resources Policy 6.11.4, Staff Complaint and Grievance Procedure

Other Resources
- Americans with Disabilities Act of 1990
- Americans with Disabilities Act Amendments of 2008
- New York State Human Rights Law
- Rehabilitation Act of 1973 (Section 504)

Forms and Tools
- Disability Accommodation Forms at hr.cornell.edu/policies/hr/disability_accommodation.html
  Used to request an accommodation based on a disability as defined by this policy.

POLICY 6.13
Disability Accommodation Process for Faculty and Staff

CONTACTS

Please direct general questions about University Policy 6.13, Disability Accommodation Process to your human resource representative. If you have questions about specific issues, call the following offices:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Telephone</th>
<th>E-mail/Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Clarification</td>
<td>Office of Workforce Policy and Labor Relations (WPLR)</td>
<td>(607) 254-7232 Fax: (607) 255-0298</td>
<td><a href="mailto:equalopportunity@cornell.edu">equalopportunity@cornell.edu</a></td>
</tr>
<tr>
<td>Accessibility to Facilities on Campus: Faculty and Staff</td>
<td>ADA Coordinator for Facilities</td>
<td>(607) 255-5150</td>
<td><a href="mailto:ah45@cornell.edu">ah45@cornell.edu</a></td>
</tr>
<tr>
<td>Accessibility to Facilities on Campus: Students</td>
<td>Student Disability Services</td>
<td>(607) 254-4545</td>
<td><a href="mailto:sds_eu@cornell.edu">sds_eu@cornell.edu</a>; <a href="mailto:sds@cornell.edu">sds@cornell.edu</a></td>
</tr>
<tr>
<td>Accessible Transportation and Parking Requests</td>
<td>Commuter and Parking Services</td>
<td>(607) 255-7275</td>
<td><a href="mailto:transportation@cornell.edu">transportation@cornell.edu</a>; <a href="http://www.transportation.cornell.edu">www.transportation.cornell.edu</a></td>
</tr>
<tr>
<td>Counseling</td>
<td>Faculty and Staff Assistance Program (FSAP)</td>
<td></td>
<td><a href="mailto:fsap@cornell.edu">fsap@cornell.edu</a>; <a href="http://www.hr.cornell.edu/life/support/fsap.html">www.hr.cornell.edu/life/support/fsap.html</a></td>
</tr>
<tr>
<td>Resolving Disagreements with the Determination Regarding Accommodation and/or the Proposed Accommodation</td>
<td>University Ombudsman</td>
<td>(607) 255-4321</td>
<td><a href="mailto:ombudsman@cornell.edu">ombudsman@cornell.edu</a>; ombudsman.cornell.edu</td>
</tr>
<tr>
<td>Request for Workplace Accommodation - Applicants</td>
<td>Office of Workforce Policy and Labor Relations (WPLR)</td>
<td>(607) 254-7232 Fax: (607) 255-0298</td>
<td><a href="mailto:equalopportunity@cornell.edu">equalopportunity@cornell.edu</a></td>
</tr>
<tr>
<td>Request for Workplace Accommodation: Faculty and Staff</td>
<td>Medical Leaves Administration (MLA)</td>
<td>(607) 255-1216 (607) 255-1280</td>
<td><a href="mailto:jd14@cornell.edu">jd14@cornell.edu</a>; <a href="mailto:can29@cornell.edu">can29@cornell.edu</a></td>
</tr>
<tr>
<td>Returning from Leave Due to Disability</td>
<td>Medical Leaves Administration (MLA)</td>
<td>(607) 255-1216 (607) 255-1280</td>
<td><a href="mailto:jd14@cornell.edu">jd14@cornell.edu</a>; <a href="mailto:can29@cornell.edu">can29@cornell.edu</a></td>
</tr>
<tr>
<td>Transitional Work Opportunities for Staff Members Recovering from Illness or Injury</td>
<td>Musculoskeletal Injury Prevention Program (MIIP)</td>
<td>(607) 255-1360</td>
<td><a href="http://www.hr.cornell.edu/benefits/musculoskeletal_injury_prevention.html">www.hr.cornell.edu/benefits/musculoskeletal_injury_prevention.html</a></td>
</tr>
</tbody>
</table>
### DEFINITIONS

These definitions apply to terms as they are used in this policy.

**Note:** These definitions are taken from applicable federal and state law.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodation Request</strong></td>
<td>The process of requesting a reasonable accommodation based on a qualified disability.</td>
</tr>
</tbody>
</table>
| **Disability** | Defined by the Americans with Disabilities Act (ADA)  
A physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.  
**Note:** To qualify as a disability under the ADA, the impairment must be permanent or of extended duration. |
| **Essential Function** | Defined by the ADA  
A fundamental job duty of an employment position held or sought by a person with a disability (the term “essential function” does not include any marginal functions of a particular position).  
A job function may be considered essential for any of several reasons, including, but not limited to the following: (1) the function may be essential because the reason the position exists is to perform that function, (2) the function may be essential because of the limited number of faculty and staff available among whom the performance of that job function can be distributed, and/or (3) the function may be highly specialized so that the incumbent in the position is hired for his or her expertise or ability to perform the particular function. |
| **Has a Record of Such an Impairment** | Defined by the ADA  
Has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. |
| **Is Regarded as Having Such an Impairment** | Defined by the ADA  
(a) Has a physical or mental impairment that does not substantially limit major life activities but is treated by an employer as constituting a substantially limiting impairment, (b) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment, (c) has no physical or mental impairment but is treated by an employer as having a substantially limiting impairment.  
Although an individual may have an impairment that does not in fact substantially limit a major life activity, the reaction of others may prove just as disabling. Such impairment might not diminish a person’s physical or mental capabilities, but could nevertheless substantially limit that person’s ability to work as a result of the negative reactions of others to the impairment. |
### POLICY 6.13
Disability Accommodation Process for Faculty and Staff

**DEFINITIONS, continued**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Life Activity</td>
<td>Defined by the ADA. Major life activities include, but are not limited to,</td>
</tr>
<tr>
<td></td>
<td>caring for oneself, performing manual tasks, seeing, hearing, eating,</td>
</tr>
<tr>
<td></td>
<td>sleeping, walking, standing, lifting, bending, speaking, breathing,</td>
</tr>
<tr>
<td></td>
<td>learning, reading, concentrating, thinking, communicating, and working.</td>
</tr>
<tr>
<td></td>
<td>A major life activity also includes the operation of a major bodily function,</td>
</tr>
<tr>
<td></td>
<td>including but not limited to functions of the immune system, normal cell</td>
</tr>
<tr>
<td></td>
<td>growth, digestive, bowel, bladder, neurological, brain, respiratory,</td>
</tr>
<tr>
<td></td>
<td>circulatory, endocrine, and reproductive functions.</td>
</tr>
<tr>
<td>Qualified Individual with a</td>
<td>Defined by NYSHRL. A person who has the requisite job qualifications and</td>
</tr>
<tr>
<td>Disability</td>
<td>is able to perform the job satisfactorily. The individual must otherwise</td>
</tr>
<tr>
<td></td>
<td>be qualified for the job by education, skill, experience, ability, etc.</td>
</tr>
<tr>
<td></td>
<td>to the same extent that such education, skill, experience, ability, etc.</td>
</tr>
<tr>
<td></td>
<td>are required as bona fide job qualifications for non-disabled applicants</td>
</tr>
<tr>
<td></td>
<td>or faculty and staff.</td>
</tr>
<tr>
<td>Reasonable Accommodation</td>
<td>Defined by the ADA. Actions that may include: making existing facilities</td>
</tr>
<tr>
<td></td>
<td>used by faculty and staff readily accessible to and usable by individuals</td>
</tr>
<tr>
<td></td>
<td>with disabilities; job restructuring, part-time or modified work schedules,</td>
</tr>
<tr>
<td></td>
<td>allowing work from home or other remote location; reassignment to a vacant</td>
</tr>
<tr>
<td></td>
<td>position; acquisition or modifications of equipment or devices, appropriate</td>
</tr>
<tr>
<td></td>
<td>adjustment or modifications of examinations, training materials, or policies,</td>
</tr>
<tr>
<td></td>
<td>the provision of qualified readers or interpreters.</td>
</tr>
</tbody>
</table>

An individual meets the requirement of "being regarded as having such an impairment" if the individual establishes that he or she has been subjected to an action prohibited under the ADA because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity. For this purpose, minor and transitory impairments are excluded and a "transitory" impairment is one lasting fewer than six months. Employers are not required to provide reasonable accommodations to faculty and staff members who only meet the ADA's "regarded as" definition of "disability."
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

DEFINITIONS, continued

and other similar accommodations for individuals with disabilities.

Defined by NYSHRL
Action taken that permits an employee, prospective employee, with a disability to perform in a reasonable manner the activities involved in the job or occupation sought or held and include but are not limited to, provision of an accessible workspace, acquisition or modification of equipment, support services for persons with impaired hearing or vision, job restructuring and modified work schedules; provided, however that such actions do not impose undue hardship on the business, program or enterprise of the entity from which action is requested.

Retaliation
Defined by the ADA and NYSHRL
The seeking of revenge, reprisal, or injury to another who has exercised the right to request an accommodation.

Substantial Limitation
Defined by the ADA and NYSHRL
Inability to perform a major life activity that the average person in the general population can perform; or significantly restricted as to the condition, manner, or duration under which an individual can perform a particular major life activity as compared to the average person. An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limb and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; use of assistive technology, reasonable accommodation or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

Undue Hardship/Burden
Defined by the ADA and NYSHRL
Significant difficulty or expense incurred by an employer, with respect to the provision of reasonable accommodation. Undue hardship means that an accommodation would be unduly costly, extensive, substantial, or disruptive, or would fundamentally alter the nature or operation of the business. Among the factors to be considered in determining whether an accommodation is an undue hardship are the cost of the accommodation, the employer's size, financial resources, and the nature and structure of its operation.
# POLICY 6.13
Disability Accommodation Process for Faculty and Staff

## RESPONSIBILITIES

The major responsibilities each party has in connection with this policy are as follows:

<table>
<thead>
<tr>
<th><strong>Applicant for Positions at Cornell University</strong></th>
<th><strong>Contact the Office of Workforce Policy and Labor Relations (WPLR) to request a necessary accommodation for a disability to enable participation in the selection process.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty and Staff Assistance Program (FSAP)</strong></td>
<td><strong>Provide confidential counseling to faculty and staff who need assistance in resolving concerns, including work-related concerns. Upon request, refer faculty and staff members with disability accommodation request concerns to WPLR. Refer requests regarding return from leave or short-term disability to Medical Leaves Administration (MLA).</strong></td>
</tr>
<tr>
<td><strong>Faculty or Staff Member Seeking Disability Accommodation</strong></td>
<td><strong>Contact the local human resource (HR) representative or MLA to initiate requests for any desired disability-related workplace accommodation. Provide required medical documentation regarding the request for accommodation.</strong></td>
</tr>
<tr>
<td><strong>Human Resource (HR) Representative</strong></td>
<td><strong>Provide information to faculty and staff members about disability accommodations within the appropriate unit. Refer faculty and staff members who request disability accommodation to MLA. Provide ongoing assistance to faculty and staff members who request disability accommodation, as well as to supervisors and the unit head. Immediately notify the appropriate office of any issues regarding disability accommodation.</strong></td>
</tr>
<tr>
<td><strong>Medical Leaves Administration (MLA)</strong></td>
<td><strong>Provide consultative services for the university community with regard to employment-related disability accommodations. Review requests for disability accommodation in accordance with the Americans with Disabilities Act (ADA) and the New York State Human Rights Law (NYSHRL). Administer all employment-related requests from faculty and staff members for disability accommodation. Provide assistance for all ADA- and NYSHRL-eligible requests for accommodation (including medical verification). Make determinations regarding appropriate and reasonable accommodations for faculty and staff members with ADA- and NYSHRL-defined disabilities, and make reasonable efforts to provide written notification of its determination to the employee, the associated supervisor, and the HR representative within 15 days from the receipt of the completed documentation. Act as a resource for obtaining technical and assistive equipment with regard to work-related reasonable accommodations and provide information to units on funding options. Coordinate accommodation efforts with WPLR, where appropriate. Review requests to return to work or for short-term disability. Provide advice, guidance, and assistance in the needs of faculty or staff members who are returning from leave, including requests that are covered under short-term disability, long-term disability, worker’s compensation, and related supportive policies.</strong></td>
</tr>
</tbody>
</table>
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

RESPONSIBILITIES, continued

| Musculoskeletal Injury Prevention Program (MIIPP) | Facilitate the return to work of faculty or staff members who cannot perform their job tasks due to illness, injury, or disability, and coordinate these efforts with WPLR, where appropriate. |
| Supervisor or Unit Head | Immediately notify the appropriate HR representative of any disability accommodation request received from a faculty or staff member. Implement reasonable accommodations determined and recommended by MLA. Except where necessary for the accommodation, preserve the confidentiality of the faculty or staff member who has requested disability accommodation. |
| Workforce Policy and Labor Relations (WPLR) | Administer employment-related requests from applicants for positions at Cornell University for disability accommodation in the application process. Coordinate overall responses to disability accommodation requests, as appropriate. Respond to inquiries regarding disability issues, referring inquiries to the appropriate office, as necessary. Investigate complaints arising out of requests for disability accommodation that are denied. |
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

PRINCIPLES

Overview
Cornell University is committed to diversity and nondiscrimination and supports the full employment of qualified individuals with disabilities in its workforce. Cornell University shall hire, advance in employment, and otherwise treat qualified individuals with disabilities without discrimination in all employment practices such as appointment, promotion, demotion, transfer, recruitment, advertising, layoff, termination, classification, pay rate, or other forms of compensation and selection for training. Therefore, a process has been established to assist individuals with disabilities in requesting a reasonable accommodation.

Implementation and Responsibility

Faculty and Staff
Faculty and staff are responsible for initiating requests for any desired disability-related workplace accommodation by contacting their human resources (HR) representatives or Medical Leaves Administration (MLA) to engage in an interactive process with MLA and the unit. MLA will review such requests in accordance with the Americans with Disabilities Act (ADA) and the New York State Human Rights Law (NYSHRL). Requests regarding return-to-work situations or short-term disability also should be referred to MLA.

Applicants
An applicant for a position at Cornell who may require an accommodation for a disability so that he or she may participate in the selection process are encouraged to contact the university’s Office of Workforce Policy and Labor Relations (WPLR).

Supervisors and Unit Heads
Supervisors and unit heads are responsible for immediately notifying the appropriate HR representative of any faculty or staff member’s disability accommodation request that is brought to their attention. Supervisors and unit heads are also responsible for implementing the reasonable accommodations determined and recommended by MLA. Additionally, supervisors and unit heads have the responsibility to keep the employee’s request confidential (except as necessary for the accommodation), and to help to ensure the accommodation’s work-related effectiveness.
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

PRINCIPLES, continued

Human Resource (HR) Representatives

All HR representatives are responsible for providing information on disability accommodations within their units. Additionally, once notified by a member of a unit of a request for an accommodation, the HR representative shall refer the individual employee to MLA. In cases where an accommodation has been determined, the HR representative will provide ongoing assistance to the employee, supervisor, and/or unit head to help ensure the effective and efficient implementation of the accommodation, and will immediately notify the appropriate office with any issue(s) of concern.

Medical Leaves Administration (MLA)

MLA is responsible for administering all employment-related requests from current faculty and staff for accommodation for individuals with disabilities, providing assistance for all ADA and NYSHRL-eligible requests for accommodation (including medical verification), and making determinations regarding appropriate and reasonable accommodations for faculty and staff with ADA- and NYSHRL-defined disabilities. Additionally, MLA may also be contacted as a resource for obtaining technical and assistive equipment with regard to work-related reasonable accommodations, as well as to provide information to units on funding options. MLA can also provide consultative services for the university community with regard to employment-related accommodations for individuals with disabilities.

Also, MLA is responsible for providing advice, guidance, and assistance in the needs of faculty and staff who are returning from leave, including requests that are covered under short-term disability, long-term disability, worker’s compensation, and related supportive policies. When appropriate, MLA will coordinate accommodation efforts with WPLR.

Office of Workforce Policy and Labor Relations (WPLR)

WPLR is responsible for administering all employment-related requests from applicants for positions at Cornell for accommodations in the application process for individuals with disabilities. WPLR coordinates overall responses to disability accommodation requests, as appropriate, and responds to inquiries regarding disability issues and refers inquiries to the appropriate office, as necessary. WPLR also investigates complaints arising out of requests for disability accommodation that are denied.
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

PRINCIPLES, continued

Faculty and Staff Assistance Program (FSAP)
The Faculty and Staff Assistance Program (FSAP) is responsible for providing confidential counseling to faculty and staff who seek assistance in resolving concerns, including work-related concerns. At the employee's request, FSAP will refer faculty and staff with disability accommodation request concerns to WPLR and will refer requests regarding return from leave or short-term disability to MLA.

Musculoskeletal Injury Prevention Program (MIPP)
The Musculoskeletal Injury Prevention Program (MIPP) is available to facilitate the return to work of faculty and staff who cannot perform their job tasks due to illness, injury, or disability; to help with accessibility issues; and to help develop transitional work opportunities for faculty and staff members who are recovering from illnesses and injuries. When appropriate, MIPP will coordinate accommodation efforts with WPLR.

Confidentiality and Records
All university unit heads and supervisors have a responsibility to maintain the confidentiality of medical information regarding a faculty or staff member's disability. To that end, materials related to an employee's disability, including the Request for Accommodation and any medical information, will be placed in a separate employee medical file. This file should be held in a separate, distinct, and secure location.
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

PROCEDURES

Requesting Accommodation

The employee is responsible for requesting an Americans with Disabilities Act (ADA) or New York Human Rights Law (NYSHRL) workplace accommodation by:

1. Completing a Request for Accommodation form and the medical form that most closely relates to the accommodation request, which are available at www.hr.cornell.edu/policies/all/disability_accommodation.html
2. Submitting the request for an accommodation to Medical Leaves Administration (MLA)

Discussion

Following the receipt of all the necessary documentation regarding the request for accommodation, an MLA staff member will meet with the employee. After this meeting, MLA will notify the associated human resource (HR) representative and supervisor or unit head. During the meeting with the employee, the MLA representative will:

- Acknowledge and discuss the request with the faculty or staff member
- Explain the university’s accommodation process and, if any, the next steps to be taken

Verification and Documentation

It is the responsibility of the employee to provide the requested medical documentation regarding the request for accommodation to MLA. The documentation requested for purposes of verification and analysis may vary depending on the nature and extent of the disability and the accommodation requested. Once all documentation has been received, MLA staff will evaluate the requested accommodation using legal guidelines and university policies. In some cases, it may be necessary to discuss the nature of the disability with the employee’s licensed medical practitioner to address the request for accommodation effectively. If necessary, MLA, in consultation with the unit, may request a second professional opinion (also referred to as an independent medical evaluation, or IME) for purposes related to the request for accommodation.

*Note:* In the event that a second professional opinion is deemed necessary to service effectively the request for accommodation, including issues concerning the nature or impact of a request for accommodation, the associated unit will bear the cost of obtaining the second opinion.

The request for an ADA/NYSHRL accommodation will be evaluated once all documentation has been submitted by the employee to MLA.
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

PROCEDURES, continued

<table>
<thead>
<tr>
<th>Analysis of Job/Position or Performance of Job Responsibilities</th>
<th>As part of the accommodation analysis and determination process, and as required by ADA and NYSHRL, MLA will consider the following:</th>
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<td>• Essential functions or core work-related duties of the individual’s position (as provided by the unit supervisor and HR representative)</td>
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<td>• Work-related duties of prior and current faculty and staff in that same job/position</td>
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<td>• Associated personnel file(s) (as provided by the supervisor and HR representative)</td>
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<td>• How the request for accommodation may affect the performance of the essential functions</td>
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<td>• Potential issues posed</td>
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<tr>
<th>Analysis of the Request for Accommodation</th>
<th>Reasonable accommodations are determined on a case-by-case basis. MLA follows an individualized assessment of each request for accommodation. To provide effective service, MLA may partner or consult with other associated offices with regard to work-related requests for accommodation. Factors considered in the individualized assessments of requests for accommodation include, but are not limited to, the following:</th>
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<td>• Accommodation requested</td>
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<td>• Duration of the request</td>
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<td>• Alternative accommodations</td>
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<td>• Financial cost and funding of the requested accommodation</td>
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<td>• Employee performance, effectiveness, and efficiency issues</td>
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<td>• Other related factors</td>
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| Funding | If the request for accommodation is deemed appropriate and reasonable, the hiring unit bears the responsibility for funding the accommodation. In certain instances, partial or full funding can be obtained through federal, state, or other agency offices. MLA may assist as a resource with regard to finding and obtaining assisted funding. |

| Notification and Implementation of an Accommodation | MLA will make all reasonable efforts to provide written notification of its determination to the employee, associated supervisor, and HR representative within 15 business days from submission of the completed form and related documentation. Written notifications indicating that an accommodation will be provided shall also |
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

PROCEDURES, continued

include an expected implementation date for this accommodation. MLA will also notify the unit, at the same time or before this written notification has been sent. When written notification has been sent, the affiliated HR representative, supervisor, and/or unit head will meet with MLA to discuss implementation of the reasonable accommodation.

♦ Note: A unit administrator who has concerns about the accommodation implementation should try to resolve them with MLA. If resolution is not reached, the unit administrator should contact the office of the Vice President for Human Resources.

Resolving Disagreements

Informal Process

In the event that the employee disagrees with the determination and/or proposed accommodation, he or she may contact WPLR, as well as the University Ombudsman. The University Ombudsman may assist in resolving issues of concern within the university to all members of the Cornell University community. For further information, contact the Office of University Ombudsman at (607) 255-4321 or ombudsman.cornell.edu.

Formal Grievance Process

Various university grievance procedures exist to address faculty and staff members’ concerns about alleged violation of policies. The applicable grievance procedure depends on the circumstances and the employment status of the individual filing the grievance/complaint.
POLICY 6.13
Disability Accommodation Process for Faculty and Staff

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Executive Summary

Since 2004, Cornell University has holistically addressed the needs and interests of its students, faculty, and administration/staff with disabilities in three ways, by: 1) incorporating disability matters into the university’s institutional diversity planning; 2) implementing a long-term disability access management strategic plan to increase accessibility of the university’s Ithaca campus and programs; and 3) including the needs of individuals with disabilities in the university’s overall work/life strategy.

The university designated an ADA Coordinator Team (see appendix A) that is responsible for identifying challenges to the university’s compliance with the Americans with Disabilities Act and the Rehabilitation Act (Section 504), overseeing the implementation of the institutional disability strategic planning process, and providing leadership in incorporating disability into the diversity initiatives.

The university established an Executive Disability Access Steering Committee (see appendix A) with responsibility for overseeing that the university complies with disability laws and regulations and carries out its commitment to addressing the needs of students, faculty, staff, and visitors with disabilities.

The university also created a six member team to implement the six core priorities of the Ithaca campus’s disability strategic plan: the director of Workforce Policy and Labor Relations (employment); the director of Student Disability Services (educational programs), the Facilities ADA Coordinator (campus physical access), the manager of Emergency Services (emergency planning and preparedness), director of academic technologies (technology), and the projects director for University Communications (communications).

In March 2012, the university implemented its Toward New Destinations diversity initiative—a college/administrative unit-based system for addressing diversity and inclusion throughout the Ithaca and Weill campuses. Through this program, colleges and administrative units are encouraged to address disability access through their annual diversity initiatives.

Cornell University’s disability compliance efforts and commitment to addressing disability as an aspect of diversity are carried out through four offices and departments at Cornell University:

the Department of Inclusion and Workforce Diversity (addressing disability as an aspect of diversity), and the Office of Medical Leaves Administration and the Office of
Facilities for the Resources accommodations Workforce individuals ADA obligations, Section Disabilities The operations. be departments management greatest elements The communication, educational programs The students); Division of StudentExpand understanding Provide services Educate Destinations. initiatives Encourage the university’s commitment to community relations with organizations that advocate for individuals with disabilities. The plan is designed to:

- Encourage colleges and administrative units to include disability access initiatives as a component of their diversity plan under Toward New Destinations.
- Educate the university community about the responsibility of affording services and benefits for individuals with disabilities.
- Provide educational opportunities to improve the university community’s understanding of disabilities and their impact on members of our community.
- Expand the university’s commitment to community relations with organizations that advocate for individuals with disabilities.

The plan focuses on six priority areas: physical accessibility of the Ithaca campus, educational programs and services for students and employees, technology, communication, employment, and emergency preparedness/evacuation.

The disability access management strategic plan is not intended to encompass all of the efforts related to disability access that occur on campus. For example, not all of the elements designed to remove physical barriers are highlighted in this plan, but the end results of the removal of these barriers are reported in our accomplishments. The same is true for our employee and student accommodations and services. To the greatest extent possible, the implementation of the 2014–2015 disability access management strategic plan will take place within existing university administrative departments as part of their ongoing work. Disability accommodations will continue to be carried out through the colleges and administrative units as part of their general operations.

The university is fully committed to meeting the intent of the Americans with Disabilities Act, the Americans with Disabilities Act Amendments Act (ADAAA), Section 504, and NYS regulatory compliance obligations. In accordance with our ADA obligations, all new construction and renovations will be fully accessible to individuals with disabilities. At the same time, we agree to remove existing
accessibility barriers to current programs, services, and activities, as required by the ADA, to allow equal opportunity in the most integrated setting.

**2013-2014 Accomplishments**

In its fifth year of the strategic planning process, Cornell University continued to focus on meeting the compliance requirements of various disability laws and regulations while addressing disability access from an inclusiveness perspective in light of the focus on diversity in the university's Toward New Destinations plan. Despite continued budget constraints, the university worked to provide greater disability accessibility by incorporating these efforts into its diversity and inclusion initiatives; establishing greater shared accountability for disability access; increasing awareness of disability issues and challenges on the campus; working with community groups committed to addressing the needs of individuals with disabilities; and making incremental, but significant, progress in addressing disability access in the six priority areas identified in the Executive Summary.

What follows are highlights of the year's accomplishments.

- **Physical Accessibility**
  - With the cooperation of the Office of the Dean of Students, facilitate a more rigorous oversight of ADA accessibility of events that are approved through the use of the University Property (UUP) process.
    - In collaboration with the Office of the Dean of Students, changes to the Event Registration Form (ERF—formerly referred to as the UUP), were made and staffing allocation plans have been initiated to start this process formally for the Fall Semester. Every applicable event will be reviewed to assure that accessibility for the event is part of the plan.
  - Student Assembly and Student Disability Services are partnering with Facilities Services to allow for staffing assistance for review of the ERF parameters to assure that accessibility for all people who would like to participate in any public program is being considered.
  - Collaborate with Cornell Association of Professors Emeriti on a comprehensive plan to improve assistive listening systems in significant lecture spaces on campus.
    - A number of efforts related to Assistive Listening Systems (ALS) have been accomplished this year. A very important training program was developed and delivered for IT and Facilities Personnel within colleges and units on January 10th, 2014. Over 80 people participated in the training program that was a joint venture with Facilities Services, CIT
and Student Disabilities Services that highlighted the utility and significance of ALS and the importance of testing and having the units in working order and available at all times. Judith Reppy from Cornell Association of Professors Emeriti (CAPE) participated in an opening video that personalized the importance of ALS.

- Signage was installed for every ALS available in meeting rooms and lecture spaces on campus. Prior to this project, there were few signs that announced the availability of the systems. Over 120 signs were installed notifying people of the existence of the ALS across campus.

- A mini-grant program was initiated for Colleges and Units to apply for funds to cover ALS as part of their AV systems across campus. To date, over 50 units are being installed as part of this program in small and large lecture spaces on campus, including the installation of a FM loop system in the School of Hotel Administration.

- Monthly testing procedures to assure that ALS are always available and in working order have been developed and are being implemented with colleges and units across campus.

- Additional Physical Accessibility Highlights for 2013-2014 are:
  - Creation of an accessible route from the rear parking lot into Willard Straight Hall and improvement of ramp into the building from Ho Plaza.
  - Development of an exterior accessible route for the Mann Library Plaza, reducing numerous barriers to accessibility for three connecting buildings.
  - Exterior path of travel improvements from B Lot into the College of Veterinary Medicine, loading zones at Bartels Hall, Rhodes Hall and sections of Tower Road.
  - Complete “Accessibility Blitz” a new approach to barrier removal that improves accessibility from parking and entrances through the building including restroom access. This was accomplished at Bartels Hall that included automatic operators at two main entrances and toilet room modifications.
  - Feasibility studies/Design Documents to improve access are currently underway at Sage Chapel, Teagle Hall, Plant Sciences, and Uris Library.

2. Educational Programs and Services
   - Support efforts of newly-formed Neuro-diversity working group to develop a plan for providing greater support for students with Autism Spectrum Disorders.
Dr. Marisela Huerta, a faculty member of the Weill Cornell Center for Autism and the Developing Brain visited campus on October 23, 2013. She did a presentation for the Gannett Health Center Staff titled, “The Diagnosis and Care of Young Adults with ASD.” At noon Dr. Huerta did a workshop for Faculty which was co-sponsored by the Center for Teaching Excellence titled, “Amazing Things are Happening Here, Academic Support for Students with ASD.” At 2:00pm., Dr. Huerta did a presentation for student service professionals titled, Advising Students with Autism Spectrum Disorders.

Mr. Ari Ne’eman, the president of the Autistic Self-Advocacy Network visited campus on February 11, 2014. He presented a workshop for the professional staff of Residential Programs on creating an inclusive environment for students with ASD in residential living. He gave a public lecture in G10 BioTech at 12:15 titled The Politics of Neurodiversity which will be available on Cornell Cast. In the evening did a workshop for CUnique, a group of student leaders participating in a series of 4 workshops weekly on neurodiversity topics. Mr. Ne’eman’s campus visit received funding support from CALS, OADI, Residential Programs and Student Disability Services.

SDS co-sponsored a series of weekly workshops for student leaders called CUnique from February 4 to March 4, 2014 on neurodiversity topics. The workshops have been planned to promote improve understanding among student leaders about neurodiversity issues among students.

Counseling and Psychological Services has conducted a weekly support group for students with social communication issues. This group has been designed to give peer support to students with social anxiety and help them with strategies for dealing with social anxiety. Two CAPS counselors conduct the group which was formed as part of Gannett’s on-going commitment to provide greater support for students with ASD.

- Provide information to faculty via the Bulletin for Cornell Faculty on Disability Issues on compliance responsibilities and best practices in working with students with disabilities.
  - The spring semester Bulletin on Student Disability Issues for Cornell Students can be accessed at this link on the SDS website at, http://sds.cornell.edu/Faculty/FACULTY_BULLETIN_JAN2014.pdf. Past issues are also available. Dean of Faculty Joe Burns sent a link to the Bulletin on the Faculty listserv.

- Several workshops on Planning Accessible Events and Meetings were held on campus.
3. Employment
In addition to responding to 30 requests (July 1, 2013-May 8, 2014) for disability accommodations from staff and faculty, the university engaged in the following to create a more accessible workplace:

- Just-In-Time Toolkit (JIT) - Using Respect@Cornell as a model, and incorporating the Just-in-Time Toolkit for Managers, develop a training program for those in supervisory roles to raise awareness of obligations under the Americans with Disabilities Act. This training is designed to broaden awareness about the important role that supervisors play in the ADA and Accommodation Process.
  - Created “Leading in a Disability Inclusive Workforce” program featuring a 30-minute video with Professor Thomas Golden, ILR, providing the research and background for the toolkit, as well as 30-60 minute facilitated follow-up session.
  - Created Website at https://www.hr.cornell.edu/managers/disability.html
  - Training program adopted as goal under Toward New Destinations by division of Human Resources and Safety Services, JGSM and Vice-Provost Research.
  - Presentation to Disability Colleague Network October 31, 2013.
  - Incorporated in Supervisory Development Training.

- “Synching” disability websites with link to JIT. Annual Disability Service Providers Event - Increased the participation of hiring managers in the 2014 Partnering with Workforce NY program that brings disability service providers and Cornell University hiring managers together to create connections with the goal of increasing the success of hiring individuals with disabilities into the Cornell workforce.
  - A training was conducted on April 10, 2014 in the ILR Conference Center with sixteen Disability Service Providers and 21 Cornell hiring managers attending, an increase of 60% and 162%, respectively, over the previous year.
  - In addition, the Ticket to Work program was promoted at the event by the testimonial of an individual who used the program in the process of obtaining a position at Cornell.

- University representatives discussed current career development practices with staff from Career Services and Student Disability Services.
  - Collaboration between the Employment Team and Career Services staff resulted in the addition of symbols marking disability–friendly employers to the Career Fair Guide to Employers distributed in fall 2013 to Cornell University students.
The symbols promoted employers (including Cornell) who make an intentional effort to hire individuals with disabilities and who design their work environment to be inclusive of people with disabilities.

- A Lunch and Learn was held for Career Services staff with Erin Sember-Chase in January 2014 titled: How Career Services can Best Serve Students with Disabilities. The purpose of this session was to provide training to Career Services staff about the legal and practical considerations that students with disabilities encounter in their career exploration. This training will help CS staff as they advise students about their job search, application, and pre-employment processes. This session also included information about the resources and information that exists to help enhance knowledge in this area, so they can best serve this diverse population of students.

- The university continued to support the newly established Disability Colleague Network Group the Employment and Disability Institute, the CNYUSBLN, and other groups on campus with a focus on disability as a part of the broader initiatives around diversity and inclusion.

4. Communications

The Cornell Chronicle and Pawprint will provide coverage of news about disability access and the efforts of the Disability Access Committee as appropriate. Pawprint will continue to be the main vehicle for reporting to campus.

- Published Cornell Chronicle article on a Cornell Library initiative that provides individuals with disabilities access to thousands of digitized books. (October 31, 2013).
- Published Cornell Chronicle article featuring Wendy Strobel Gower on how voters with disabilities face barrier at polling places due to inaccessible voting machines. (November 5, 2013).
- Published Cornell Chronicle article on a Cornell Union for Disabilities Awareness program that exposed university administrators, employees, and alumni to the experience of navigating campus using crutches, wheelchairs, and motorized scooters. (December 3, 2013).
- Published Cornell Chronicle article on a disability awareness program developed by communications senior lecturer Kathy Berggren. (December 4, 2013).
- Published Cornell Chronicle article on the classroom accessibility program organized by Education and Technology Team Leads. (February 11, 2014).
- Continue to pursue the creation of a multi-source budget line to support closed captioning for live web streams and CornellCast productions.
This is a work in progress.

- Provide general support to the Physical Access, Employment, Education, Technology, and Emergency/Safety teams through University Communications' various platforms.

5. Emergency Preparedness and Evacuation

- Promote the use of the web page and self-reporting at http://www.cornell.edu/disability/evacuation-planning.cfm
  - Promotions being done from different angles including adding the link http://www.cornell.edu/disability/evacuation-planning.cfm. To our page https://emergency.cornell.edu/building-evacuation/ in the area of “if you are unable to leave the building due to a physical disability”
  - It will also be added under the preparedness section as well.

- Partner with the Onboarding Center to promote the use of the evacuation planning procedure.
  - Collaborations with EH&S staff and HR staff have resulted in a change in the onboarding process for new hires to the University to be aware of the web site to notify EH&S that they may need assistance in the event of an emergency.

- Partner with the HRSS/Office of Medical Leaves to share information with employees with disabilities about the ability to develop an evacuation planning procedure.
  - EH&S staff are working directly with HRSS/Office of Medical Leaves so that when people return to work, this link http://www.cornell.edu/disability/evacuation-planning.cfm is given if they think they have a restriction that would meet the criteria. The form is voluntary.

6. Technology

- Provide the campus with guidelines, similar to those for web design, and resources about Mobile Development and how to incorporate accessibility standards.
  - Information has been made available on IT@Cornell in the web accessibility primer.

- Develop technology benchmarks and best practices for accessible learning spaces (separate from existing building and ADA requirements) and incorporate them into the learning spaces “Classroom Types” document and into service pages.
- A new Learning Technology Types document has been revised and promoted.
- Enact the web accessibility policy approved by the Executive Policy Review Group.
  - In progress.

**Joint Initiatives**

In addition to initiatives that will be implemented in each of the six priority areas, a number of collaborative initiatives have been developed.

**Emergency Preparedness and Evacuation and Physical Access:**

- Incorporated concerns for individuals with accessibility needs within all emergency management drills/tabletops and exercises, including creating and practicing scenarios for each exercise component, and using the Homeland Security Exercise and Evaluation Program (HAEEP) database.
  - Worked with building coordinators to facilitate discussions prior to the drills. The drill schedule has been established for September 2014 - August 2015.

**Employment and Physical Access:**

- Explore a project to improve transportation options for staff and faculty, which may include development of a business plan and exploration of peer institution best practices.
  - Representatives of the Employment Team worked with representatives of the Physical Access team to explore a project to improve transportation options for staff and faculty by exploring five peer institutions with similar programs, and examining the existing services provided by Cornell University. The workgroup concluded that much of the infrastructure, institutional knowledge and experience already exist at Cornell in the form of CULift, and proposed a pilot project for the 2014-2015 year that would refine and expand the service effectively for faculty and staff.

**Physical Access and Communications:**

- Improve accessible features on the university events calendar, including information on building access and access maps.
  - Added functionality to the Events Calendar web site allowing event planners to designate a contact person for individuals needing information on access for people with disabilities at their event venues.
Additional information is being developed for use on the university events calendar.

Physical Access and Technology:

- Continue to coordinate with CIT and Space Planning on accessibility for lecture spaces on campus, especially in the accessible features of: assistive listening systems, wheelchair accessible seating and wheelchair access to the front of the lecture space.
  - Continued coordination about assistive listening systems and room accessibility is occurring with campus partners. Increased visibility of accessibility deficiencies in classrooms has resulted in additional conversations for leveraging funding.

Education and Technology:

- Develop and implement a video captioning pilot, and share outcomes and approaches with campus.
  - Summer 2013 pilot was completed. Revised web pages to share captioning information with campus.
- Provide resources about captioning best practices and techniques with campus by building on the resources created in last year’s goals. (Provide guidelines to faculty about adding captions to course video.)
  - Conducted workshop on May 9, 2014 titled Video Captioning: How and Why. This workshop provided training on creating and using captioned video.
- Develop an implementation roadmap for the staff development goals in the new IT Strategic Plan. (e.g., Cornell IT services are implemented according to nationally recognized standards and approaches, such as those for accessibility, quality and usability).
  - A panel presentation of persons with disabilities was held on January 31, 2014 at 10:00 in G10 Biotech to provide information to CIT and web developers regarding barriers encountered when using technology at Cornell.
- Develop and provide information to faculty who are developing online courses on the responsibility to design accessible courses and best practices for doing so.
  - This is still in progress
- Select and introduce to the campus new technologies that meet accessibility standards. Explore the development and implementation of a Voluntary Product Accessibility Tool as a standard procedure in the procurement process of IT, including exploring the need to identify trainers from peer

institutions on the implementation of a procurement policy regarding accessibility.
  o This is still in progress

2014–2015 Goals and Objectives

For this plan year, goals have been established for all of the six priority areas. In some cases, the goals will be accomplished from a collaborative perspective.

1. Physical Accessibility

   • Continue collaboration with Dean of Students Office and reviewing relevant Event Registration Forms to assure that disability accessibility is considered with programs on campus.
   • Use this year as a pilot project to review collaborations with Accessibility and Cornell’s Sustainability efforts. This is to include at a minimum accessibility of recycling efforts and other similar programs but also making connections with disability inclusion and sustainability.
   • 2007 survey data of all 62 miles of sidewalks and paths will be updated including updating 2005 data of more than 3000 building entrances. This data will be used for maintaining the walks and indicating accessible paths of travel on our maps.

2. Educational Programs and Services

   • Develop “Best Practices for Providing Testing Accommodations” document for faculty.
   • Develop a “Best Practices for Using Testing Accommodations” document for students.
   • Collaborate with the Center for Teaching Excellence on Universal Design in Instruction programs for the Faculty Diversity Institute.
   • Develop a blog on the SDS website that will offer the opportunity to share ideas and tips on useful IT for persons with disabilities. Develop and disseminate a packet of information about teaching and accommodating students with disabilities for new Cornell faculty.

3. Employment

   • Monitor development and implementation of job group analysis of the workforce by disability status performed by Inclusion and Workforce Diversity.
• Track development strategies for “best practice” in the recruitment and selection of staff and faculty with disabilities performed by the Recruitment and Employment Center/Inclusion and Workforce Diversity.

• Continue the dissemination and use of the Just In Time Toolkit for Managers by asking units to adopt the training as one goal under Toward New Destinations
  o Colleges/units would be encouraged to adopt the JIT as a goal for their managers and supervisors with the goal of at least two organizations adopting the Toolkit as a goal.
  o We would continue to distribute the toolkit through Organizational Effectiveness’ Supervisory Development training classes and create interest in the program.

• Continue the annual successful disability service provider event under Mary DeSouza’s leadership: Partnering with Workforce NY, bring disability service providers and Cornell University hiring managers together to create connections that will increase the success of hiring individuals with disabilities into the Cornell workforce. The goal will be to maintain or surpass this year’s participation rates and to enable us to track the yield of applicants, interviewees and hires originating from this program.

4. Communications
• Inform the Cornell community of progress in improving disability access across campus:
  The Cornell Chronicle and Pawprint will continue to provide coverage of news about disability access and the efforts of the Disability Access Committee as appropriate. Pawprint will continue to be the main vehicle for reporting to campus.
  Pawprint will publish an update on the Disability Access Committee and its goals for 2014 - 2015 during the summer of 2014.
  Feature at least one staff member from Cornell’s disability services offices in a video to be posted on CornellCast or another venue.
  Continue to pursue the creation of a multi-source budget line to support closed captioning for live web streams and CornellCast productions.
  Provide general support to the Physical Access, Employment, Education, Technology, and Emergency/Safety teams through University Communications’ various platforms.

5. Emergency Preparedness and Evacuation
• Funding has been secured for two permanent evacuation chairs to be placed on campus in strategic locations where they may need to be used frequently
because of multiple levels and where people need assistance with evacuation. This is considered a pilot project to determine if additional chairs and locations should be considered for future years.

- In the two buildings where the new evacuation chairs are to be located, three training programs will be held for the building occupants on the safe operation of the chairs and for procedures related to the use of the chairs.

6. Technology

- Incorporate accessible IT information on the Disability Information web site.
- Raise awareness: Continue Outreach & Training on video captioning, instructional content, online courses and accessible web practices.
- Continue & Expand in FY15: Develop and provide information to faculty who are developing online courses on the responsibility to design accessible courses and best practices for doing so.
- Select and introduce to the campus new technologies that meet accessibility standards.
  - Explore the development and implementation of a Voluntary Product Accessibility Tool as a standard procedure in the procurement process of IT, including exploring the need to identify trainers from peer institutions on the implementation of a procurement policy regarding accessibility.

**Collaborative Initiatives**

**Employment and Educational Programs**

The Education and Employment teams will review relevant laws regarding the rights of persons training service animals and will recommend appropriate changes to all applicable policies and procedures to conform to our legal responsibility. They will also engage appropriate stakeholders (e.g., Medical Leaves Administration, Counsel’s Office, Risk Management) to recommend the administration of any policy changes or additions.

**Employment and Physical Access**

Continue the exploration of improving transportation options for staff and faculty with disabilities by possibly expanding CU-Lift service to faculty and staff. A pilot project is being considered that will be coordinated with all of the stakeholders who have a role in the CU Lift and transportation systems on campus. A forthcoming “white
paper” created by the subgroup of the Employment and Physical Access teams will present the research and analysis of available options.

**Physical Access and Education Programs**

Conduct an inventory of lecture spaces that have fixed seating to gather information about the availability of accessible seating and wheelchair access to the front of the lecture space.

**CONCLUSION**

Cornell University has been recognized on a number of fronts in its efforts to be a “best” employer and educational institution”. As with other aspects of diversity, the university will strive to achieve this same status for its efforts with disability access. The university’s ongoing effort of creating a yearly disability strategic plan will assist in accomplishing the goals outlined above, and will present a way to communicate its progress in developing an accessible and welcoming environment for all staff, faculty, students and visitors.

**APPENDIX A**

**ADA Coordination Team: (also part of the Steering Committee):** Alan Mittman – Director of Workforce Policy and Labor Relations Kappy Fahey — Director of the Office of Student Disability Services Andrea Haenlin-Mott — ADA Coordinator for Facilities Services

**Executive Disability Access Steering Committee:**
Susan Murphy — Vice President Student and Academic Services Paul Streeter— Vice President Budget and Planning
Kyu Whang — Vice President Facilities Services
Mary Opperman — Vice President Human Resources and Safety Services
Laura Brown — Senior Vice Provost for Undergraduate Education
Tracy Vosburgh— Assistant Vice President University Communications Ted Dodds — CIO and Vice President for Information Technologies
Janet Corson-Rikert -- Executive Director of Gannett Health Services/Associate Vice President for Campus Health
Lynette Chappell-Williams — Associate Vice President Department of Inclusion and Workforce Diversity
Appendix C: Sample Self-Identification Forms

(Screen-shots from self-identification forms appearing in all current Cornell Electronic Recruiting Systems including Taleo, Interfolio, and Academic Jobs Online)

Voluntary Self-Identification of Race, Ethnicity and Veteran Status

Ethnicity:

- Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Race:

- American Indian or Alaska Native: a person having origins in any of

Voluntary Self-Identification of Race, Ethnicity and Veteran Status (scrolling text)

Ethnicity:

- Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.
Race:

- **American Indian or Alaska Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian:** a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Native Hawaiian or Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** a person having origins in any of the black racial groups of Africa.
- **White:** a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

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**Invitation to Self-Identify as a Veteran**

This employer is a Government contractor subject to the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended by the Jobs for Veterans Act of 2002, 38 U.S.C. 4212 (VEVRAA), which requires Government contractors to take affirmative action to employ and advance in employment: (1) disabled veterans; (2) recently separated veterans; (3) active duty wartime or campaign badge veterans; and (4) Armed Forces service medal veterans. These classifications are defined as follows:

- A “disabled veteran” is one of the following:
  - a veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or
  - a person who was discharged or released from active duty because of a service connected disability.

- A “recently separated veteran” means any veteran during the three-year period beginning on the date of such veteran’s discharge or release from active duty in the U.S. military, ground, naval, or air service.
- An “active duty wartime or campaign badge veteran” means a veteran who served on active duty in the U.S. military, ground, naval or air service during a war, or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense.
- An “Armed forces service medal veteran” means a veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985.

Protected veterans may have additional rights under USERRA—the Uniformed Services Employment and Reemployment Rights Act. In particular, if you were absent from employment in order to perform service in the uniformed service, you may be entitled to be reemployed by your employer in the position you would have obtained with reasonable certainty if not for the absence due to service. For more information, call the U.S. Department of Labor's Veterans Employment and Training Service (VETS), toll-free, at 1-866-4-USA-DOL.

As a Government contractor subject to VEVRAA, we request this information in order to measure the effectiveness of the outreach and positive recruitment efforts we undertake pursuant to VEVRAA.
Voluntary EEO Information Continued

Mandatory fields are marked with an asterisk.

Form

Please review and complete the form below.

Voluntary Self-Identification of Disability

Why are you being asked to complete this form?

Because we do business with the government, we must reach out to, hire, and provide equal opportunity to qualified people with disabilities. To help us measure how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for a job, any answer you give will be kept private and will not be used against you in any way.

If you already work for us, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our employees to update their information every five years. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

How do I know if I have a disability?

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition.

Disabilities include, but are not limited to:

- Blindness
- Deafness
- Cancer
- Diabetes
- Epilepsy
- Autism
- Cerebral palsy
- HIV/AIDS
- Schizophrenia
- Muscular dystrophy
- Biolar disorder
- Major depression
- Multiple sclerosis (MS)
- Missing limbs or partially missing limbs
- Post-traumatic stress disorder (PTSD)
- Obsessive compulsive disorder
- Impairments requiring the use of a wheelchair
- Intellectual disability (previously called mental retardation)

Please check one of the boxes below:

[ ] YES, I HAVE A DISABILITY (or previously had a disability)
[ ] NO, I DON'T HAVE A DISABILITY
[ ] I DON'T WANT TO ANSWER

Jennifer

4/28/14

Your Name

Today’s Date

Voluntary Self-Identification of Disability

Federal law requires employers to provide reasonable accommodation to qualified individuals with disabilities. Please tell us if you require a reasonable accommodation to apply for a job or to perform your job. Examples of reasonable accommodation include making a change to the application process or work procedures, providing documents in an alternate format, using a sign language interpreter, or using specialized equipment.

1 Section 503 of the Rehabilitation Act of 1973, as amended. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) website at www.dol.gov/ofccp.

PUBLIC BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995 no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This survey should take about 5 minutes to complete.
Appendix D: Staff Skills for Success

Overriding principle

Success is neither fleeting nor accidental. Choices we make today impact our future and all who succeed us. Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs. A culture of sustainability sees opportunities in every Skill for Success to be more sustainable. Individually, we make a difference; collectively, we change our communities, Cornell and the world.

Adaptability
- Anticipates and adapts to changing priorities and additional demands.
- Is flexible, open and receptive to new information, ideas and approaches which enhance Cornell’s capacity to thrive in the future.
- Embraces, promotes and implements change.
- Modifies one’s preferred way of doing things when it benefits the whole focusing on long-term vision rather than short-term gains.

Inclusiveness
- Demonstrates the ability to communicate across difference to create a collaborative, collegial, and caring community.
- Increases cooperation, honesty, openness and a welcoming environment for all and speaks up when others are being excluded or treated inappropriately.
- Supports/increases participation of key and diverse employees in career/professional development opportunities and in campus/community involvement.
- Actively supports workplace integration in the workplace.
- Recruits, hires and engages high performing diverse employees.

Self-Development
- Is self-aware; seeks and acts upon performance feedback.
- Seeks and acts on opportunities for development; takes measures to ensure personal well-being and balance.
- Works to continuously learn and improve.
- Applies learning to evolving assignments.

Communication
- Expresses thoughts clearly, both orally and in writing.
- Demonstrates effective listening skills; seeks to understand and be understood.
- Asks questions and shares knowledge and information to help others clearly understand processes and desired results.
- Gathers, receives and acts upon helpful and timely feedback.

Teamwork
- Shows respect, compassion and empathy for others, even in difficult situations, building an environment of trust.
- Works effectively and cooperatively with others, willingly admitting mistakes and offering apologies.
- Acknowledges the support and contributions of others, invoking them as appropriate when outcomes will impact their work.
- Has a positive attitude and understands how behaviors impact others.

Innovation
- Seeks for advancements in products, processes, services, technologies or ideas.
- Identifies opportunities in challenges and shows initiative to make changes.
- Demonstrates innovative, creative and informed risk taking.
- Shares foresight and imagination to see possibilities, opportunities and trends.

Stewardship
- Strives to develop and implement best practices; encourages others to adopt a culture of sustainability and efficiency.
- Demonstrates high standards of personal conduct and owns the consequences of one’s own actions.
- Exhibits sound and ethical judgment no matter how difficult or contrary; considers environmental, economic, compliance and social impacts in decision-making.
- Shows commitment to unit and university goals and delivers results.

Service-Minded Attitude
- Is diplomatic, courteous and welcoming, striving to satisfy external and internal customers.
- Supports ideas, solutions and changes to processes to ensure high quality outcomes.
- Reaches out in a timely and responsive manner to resolve problems and conflicts.
- Negotiates well, finding and orchestrating win-win solutions.

Job Skills
- Demonstrates competence in tools, equipment, software and technologies to effectively complete assignments and job tasks.
- Maintains professional certifications, licensing and education in functional expertise and effectively applies knowledge.
- Understands, interprets and applies regulations, policies and contracts to deliver effective results.
- Uses good judgment, information and observations to evaluate and recommend actions to support decisions and deliverables.