



# City of Ithaca Diversity Toolkit for CIITAP Applicants

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## Executive Summary

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The American population is becoming increasingly diverse. Consequently, employers need to be prepared to welcome and include individuals of all races, ages, and abilities in their workforce. While we are asking that you collect information and report on the hiring, promotion, and retention of specific under-represented groups, you are encouraged to also provide opportunities for individuals from additional diverse categories (e.g. transgender, individuals with criminal records, etc.)

### **The Business Case: Why You Should Care About Diversity and Inclusion**

- ❖ Organizations with diverse and inclusive environments enhance their reputation with job seekers, allowing them to attract the best workers.
- ❖ Employees who feel included, valued, and rewarded are more engaged and motivated. A worldwide survey of 3 million employees found that creating an inclusive environment was a key driver in employee engagement and commitment, and enhanced organizational performance.
- ❖ Greater employee engagement reduces turnover. A 2008 study by Gallup Management Group revealed that engaged employees had 51% lower turnover on average, compared to less engaged workers.
- ❖ In constantly changing environments, every situation brings new challenges. Diverse and inclusive workforces harness employee talent to see situations through various perspectives and identify innovative solutions.
- ❖ Diverse workplaces demonstrate dynamic decision making inclusive of diverse views and experiences.
- ❖ A diverse, inclusive workforce is better able to reflect and respond to the needs of an array of current and potential customers.

## The Toolkit: Its Purpose and Use

This toolkit is designed to help you realize these and other benefits for your business while complying with the CIITAP requirements for the inclusion of women, people of color, individuals with disabilities, and members of other diverse groups in your workforce.

## CIITAP Requirements for Diversity and Inclusion

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In 2016, the City of Ithaca Common Council voted to incorporate diversity and inclusion requirements into CIITAP for single-use end users such as hotels and corporate headquarters. In order to satisfy these requirements, the single-use project end users must commit to the following:

### **1. Be an active member of the Diversity Consortium of Tompkins County<sup>1</sup>.**

*Active membership is defined as:*

- ✓ Pay annual membership dues
- ✓ Attend a minimum of four meetings of the Diversity Consortium per calendar year
  - Attend the bi-annual Diversity Roundtable
  - Participate in at least two of the Diversity Consortium's workshops and events

### **2. Establish and implement management strategies for hiring, retention, and promotion.**

The goal is to hire, retain, and promote diverse workers for full-time, part-time, and internship positions at all levels of the organization, such that the number of women, people of color, and people with disabilities employed by the organization meets or exceeds the proportions of these groups within the City of Ithaca's population<sup>2</sup>.

### **3. Identify and implement specific actions designed to reduce and address unconscious workplace biases, such as through annual staff training.**

The goal is to review and ensure that management and staff are aware of the existence and impacts unconscious bias has on workplace culture and service delivery, creating an inclusive environment for staff, customers, and clients. Is your company supporting its employees in all ways? Are your products and services accessible to the entire community or only a select

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<sup>1</sup> See Resources for information on the Diversity Consortium of Tompkins County

<sup>2</sup> Population demographics available from the Diversity Consortium of Tompkins County or <http://www.census.gov/quickfacts/table/PST045215/3638077>

subset? The Diversity Consortium of Tompkins County can provide guidance and training opportunities on these important topics.

#### 4. Annual Reporting

As a CIITAP single-use project end user you must provide both the IDA and the Workforce Diversity Advisory Committee an annual report of your actions and workforce demographics.

## Path to Successfully Meeting CIITAP Requirements

Establish a business case for diversity and inclusion: 3 Steps:

### Step 1: Identify your organization's need for a diverse and inclusive workplace.

The business case demonstrates the financial benefits of a diverse and inclusive workforce and positive impact on your customer base.

*What diverse groups are missing from or minimally represented in your current workforce? How might your organization benefit from the experiences, talents, and perspectives of a diverse workforce?*

### Step 2: Have a clear vision of what your organization wants to achieve in terms of diversity and inclusion.

Define the desired outcomes.

*For example, do you want to improve service delivery to customers? Improve employee engagement and retention? Facilitate penetration into a new market?*

## QUESTIONS TO CONSIDER IN ESTABLISHING A BUSINESS CASE

What are the key priorities of your organization in the next 3-5 years? (e.g.: market expansion, branding, etc.)

Is your current workforce well poised to help your organization achieve its priorities?

What are the key challenges /opportunities facing your organization? Some areas to consider include:

- Market knowledge (e.g. to deepen understanding of clients and markets)
- Staff retention and engagement issues (e.g. low staff morale, high turnover rate)
- Staff effectiveness and cohesion (e.g. productivity, silo mentality)
- Staff recruitment (e.g. difficulty recruiting the right people)
- Cost containment and/or financial performance

How will more effective diversity management benefit your organization and help you achieve your objectives?

What are the consequences of inaction?

Senior management plays a critical role in creating and sustaining a diverse and inclusive workforce by:

- ▶ Demonstrating commitment and accountability by not only establishing relevant performance measures, but also regular monitoring of progress;
- ▶ Assigning personnel and budget resources to diversity management initiatives;
- ▶ Communicating the importance of diversity and inclusion to all employees and to set the tone of the organization. This can be articulated during management meetings, company events, and informal sessions with employees;
- ▶ Modeling the behaviors expected of managers and employees;
- ▶ Being mindful of the role that unconscious bias may play in blocking progress;
- ▶ Actively participating in initiatives such as diversity, inclusion, unconscious bias training, workplace activities; and
- ▶ Living the organization's values and demonstrating inclusive behavior.

### **Step 3: Develop a diversity and inclusion plan.**

Creating a plan is essential to ensuring that diversity and inclusion become integral to your organization's functions and fulfills its mission.

#### **✓ *Assess Your Diversity Management Strategies***

This is where foundational pieces are reviewed. Does leadership have buy-in? What is your organizational culture? What systems are in place or need to be put in place to support diversity and inclusion? Leadership must champion the organization's vision and expectations through role modeling, advocacy, communications, employee development, departmental infrastructure, and systems accountability.

#### **✓ *Assess Implicit/Unconscious Bias***

Unconscious bias in the workplace can unknowingly hinder diversity recruitment and retention efforts along with service delivery. To test your unconscious bias, see below.<sup>3</sup>

Biases are pervasive, and we all have them! They don't always match up with our stated beliefs. Generally, we tend to hold biases that favor the social identity groups (race, gender, age, etc.) to which we belong. Because implicit/unconscious biases can influence behavior, they can unknowingly hinder diversity and recruitment and retention efforts, and negatively impact service delivery. The good news is that biases can be changed!

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<sup>3</sup> If you would like to get a sense of your own implicit biases, you may want to take one or more of the free Project Implicit Tests™ at <https://implicit.harvard.edu/implicit/takeatest.html>.

### ✓ *Identify Workforce Goals and Strategies*

One of the keys to the long-term success of a diversity program is to develop a diversity strategy using the same deliberate goal-setting process used to formulate traditional business-related goals. What is the goal of diversity at your organization? How broad is your diversity focus? Strategic plans around diversity should include quantitative goals along with specific timelines for reaching benchmarks and measuring progress, all of which provide direction and promote action by employees. And having a well-defined strategy will help your business attain its goals, whether those goals are to provide better service to clients, create a more inclusive workplace culture, recruit and retain highly-qualified and talented diverse employees, and/or implement programs which will create a pipeline of talent for the future.

### ✓ *Develop and Implement Plan*

Develop an action plan including who is responsible for each action and when it will be implemented. Provide an estimate of the resources (e.g. manpower, cost) needed to carry out the initiatives. Establish measures of what success looks like.

### ✓ *Assess Progress and Sustain Changes*

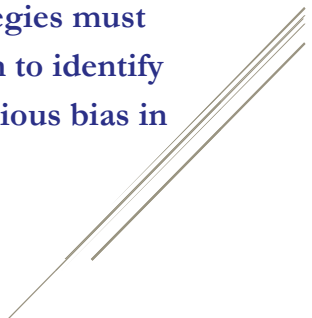
Monitor progress and timelines. Check in regularly to review outcomes. Sometimes check-ins will reveal a change of course is needed. Establish processes and procedures to sustain changes achieved.

## Self-Assessments for Planning, Implementation, and Sustainability of Diversity and Inclusion Efforts

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The following self-assessment checklists will assist your organization in managing your diversity and inclusion initiatives. The checklists will help you navigate the planning, implementation, and sustainability phases. Each phase builds upon the previous phase(s).

**Your goals and strategies must include actions taken to identify and address unconscious bias in the work place.**



## PHASE 1: Planning and Preparation

In the planning phase you are preparing your organization to most effectively engage in the areas of diversity and inclusion.

DIVERSITY & INCLUSION COMPONENTS	Yes	No	Observations/Remarks
<b>I. Leadership Support and Commitment</b>			
Our leadership models and articulates our commitment to workplace diversity and inclusion through our actions and communications			
Our organization is an active member of the Diversity Consortium of Tompkins County			
Our leadership has activated a Diversity team/committee/council			
Our leadership has designated sufficient resources (funding, technology, expertise, and policies) to accomplish diversity goals			
We have a strategy in place to ensure buy-in from key influencers			
<b>II. Strategic Plan for Diversity</b>			
Leadership has put in place an explicit vision and strategy to promote workplace inclusion			
The organization has concrete and measurable goals on what we want to achieve in workplace inclusion. This could include demographic targets linked to recruitment/promotion, targets of workplace culture, or targets linked to business outcomes (e.g. sales, customer satisfaction)			
The organization has appointed senior executives, who look into reviewing and introducing policies and practices to promote workplace inclusion			
The organization has set aside a dedicated budget for initiatives to promote workplace inclusion			
The organization has developed ongoing recruitment, retention, and career development opportunities that target culturally diverse individuals			
<b>III. Organizational Buy-In</b>			
The business case for workplace diversity and inclusion is clearly articulated and communicated to the workforce			
An internal and external communication plan is in place			
<b>IV. Assessment and Evaluation</b>			
Baseline needs assessment conducted (e.g. climate survey, focus groups)			
The Organization's Leadership collects and analyzes demographic and statistical information for use in planning and policy development			
Leadership shall be evaluated on their cultural competence			
Research best practices to identify proven approaches			
<b>V. Organizational Policies and Practices</b>			
Reviewed policies and practices for cultural competence			
Reviewed recruitment and hiring practices for cultural competence			
Reviewed retention rates and practices			
<b>VI. Training and Learning Support</b>			
Identified expert trainers for Diversity and Inclusion training and development			

- ✓ In areas indicated with a "NO" response it is essential for management to implement strategies to achieve a "YES".
- ✓ Continue to work on these planning and preparation goals while proceeding onto Phase 2: Implementation.



## PHASE 2: Implementation

During this phase your institution is carrying out and executing the plan. It is the practice of going from development to “Going Live.”

**Scale of Measurement:** The scale of measurement is from 1 to 5 with five representing the highest score. The purpose of the scale is to identify to the best of your knowledge where your organization is in the development/implementation phase of each one of these components.

1 = not at all

2 = have but in name only

3 = in the early stages of development

4 = developed but not fully implemented

5 = completely developed and implemented

DIVERSITY & INCLUSION COMPONENTS	1	2	3	4	5	Observations/Remarks
<b>I. Leadership Support and Commitment</b>						
Our leadership actively seeks resources to assist in implementation process of our strategic plan						
Our leadership receives ongoing coaching for cultural competence						
Our leadership is held accountable for success of our Diversity Initiative						
<b>II. Strategic Plan for Diversity</b>						
Our action plan is approved by leadership						
Our departments actively implement strategic diversity goals						
<b>III. Organizational Buy-In</b>						
Diversity is a standing agenda item at our meetings and events						
We regularly participate in community outreach efforts to support diverse populations						
<b>IV. Assessment and Evaluation</b>						
We have developed a process for evaluating the effectiveness of our efforts in implementing our Strategic Plan (training, events, and committee progress reports) to determine if the action plan achieves the goals previously set.						
<b>V. Organizational Policies and Practices</b>						
Our policies and practices are customized to support diversity and inclusion values						
We implement supplier diversity policies and practices						
We are culturally competent in our recruitment and hiring practices						
We are culturally competent in our retention and professional development practices						
<b>VI. Training and Learning Support</b>						
Our leadership receives regular Diversity and Inclusion training						
Our supervisors receive regular Diversity and Inclusion training						
Our staff receives regular Diversity and Inclusion training						

Upon reviewing your self-assessment, any score of 4 or below in a category (i.e. Leadership Support and Commitment, Strategic Plan for Diversity, etc.) indicates areas in need of development before moving onto the Sustainability phase of that category. The Diversity Consortium can advise your organization in fulfilling each component.

## PHASE 3: Sustainability

During this phase, practices that were implemented continue and become organic to the organization.

**Scale of Measurement:** The scale of measurement is from 1 to 5 with five representing the highest score. The purpose of the scale is to identify to the best of your knowledge where your organization is in the development/implementation phase of each one of these components.

1 = not at all

2 = have but in name only

3 = in the early stages of development

4 = developed but not fully implemented

5 = completely developed and implemented

DIVERSITY & INCLUSION COMPONENTS	1	2	3	4	5	Observations/Remarks
<b>I. Leadership Support and Commitment</b>						
Our leadership provides continuous visible support						
Our diversity and inclusion officer/team/committee is permanently integrated into our organizational structure						
Our organization commits sufficient resources to achieve long-term goals						
<b>II. Strategic Plan for Diversity and Inclusion</b>						
We regularly re-evaluate our goals to determine if our plan is still relevant and if new goals are needed.						
Our Strategic Plan is updated to reflect current implementation strategies to achieve long-term goals						
<b>III. Organizational Buy-In</b>						
Diversity and inclusion competencies are embedded in our staff performance review process						
We regularly measure and display our diversity and inclusion progress						
We regularly celebrate our diversity and inclusion successes						
<b>IV. Assessment and Evaluation</b>						
Our organization's processes are evaluated for their impacts on diversity and inclusion						
We evaluate each employee's performance with regards to their diversity and inclusion responsibilities						
<b>V. Organizational Policies and Practices</b>						
All our new policies and practices are aligned with our diversity and inclusion goals						
We review the implementation of our supplier diversity policies and practices						
We review our recruitment and hiring practices for cultural competency						
<b>VI. Training and Learning Support</b>						
We provide diversity and Inclusion training for all new hires						
We provide ongoing skill building (conflict resolution, communication)						
We provide specialized training for frontline staff						
We provide ongoing learning support for all staff						
We provide culture-specific training for all staff						

Upon reviewing your self-assessment, any score of 4 or below indicates areas in need of development. The Diversity Consortium can advise your organization in fulfilling each component.

## **PHASE 4: Review and Assessment**

A vibrant and healthy diversity and inclusion plan requires an ongoing organizational effort to reveal and eliminate cultural and structural barriers to diversity and inclusion in the workplace.

The self-assessments and phases outlined in this toolkit are designed to provide a framework for evaluating and re-evaluating your organization's progress in achieving your diversity and inclusion goals as your community, organization, and workplace evolves.

## **Resources**

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### **Diversity Consortium of Tompkins County, Inc.**

(<http://diversityconsortium.org/home.aspx>)

P. O. Box 6714

Ithaca, NY 14851-6714

Please contact us at: [administrator@diversityconsortium.org](mailto:administrator@diversityconsortium.org)

### **Equal Employment Opportunity Commission (EEOC)**

(<https://www1.eeoc.gov/>) 800-669-4000

### **Northeast ADA Center**

(<http://www.northeastada.org/>) provides information, referrals, resources and training on equal opportunity for individuals with disabilities and on the Americans with Disabilities Act to individuals and organizations in New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. The Center does not enforce the law; information and materials provided by the Center is intended solely as informal guidance and are not a determination of your legal rights or responsibilities. All communication with the Center is confidential. Contact at 800.949.4232 or [northeastada@cornell.edu](mailto:northeastada@cornell.edu)

### **Sample Voluntary Self-Identification of Disability Forms**

See page 13

### **Workplace Diversity Management Toolkit and Manager's Guide**

(<http://www.mom.gov.sg/~media/mom/documents/employment-practices/wdm/workplace%20diversity%20management%20toolkit%20and%20managers%20guide.pdf>)

# Glossary

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**Business Case:** A type of decision-making tool used to determine the effects a particular decision will have on the business. It describes the benefits, costs, and impact.

**Cultural Competence:** Knowledge, awareness, and interpersonal skills that allow individuals to increase their understanding, sensitivity, appreciation, and responsiveness to cultural differences and the interactions resulting from them. The particulars of acquiring cultural competency vary among different groups, and they involve an ongoing relational process tending to inclusion and trust-building. A process of learning that leads to the ability to effectively respond to the challenges and opportunities posed by the presence of social cultural diversity in a defined social system.

**Disability:** You are considered to have a disability under the Americans with Disabilities Act 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.

**Diversity:** The inclusion, integration, awareness, and appreciation of various cultures within a workforce and the opportunity for the maximum utilization of individual members' talents, skills, and perspectives with a view towards increasing the organization's productivity.

**Diversity and Inclusion Plan:** The mission, goals, objectives, and strategies that serve as a living road map for incorporating diversity and inclusion in an organization.

**Diversity Officer/Representative:** A highly placed individual within the organization who has the authority and responsibility to implement the Diversity Plans.

**Gender:** Gender refers to individual and cultural understandings of behaviors, roles, feelings, and activities. Unlike sex category, biological factors do not determine gender. However, our current sex/gender system links sex to gender through the naturalization and enforcement of gender conventions and norms. The conflation of sex and gender identifies masculinity and femininity as the “natural” and “normal” gender expressions for people assigned male and female respectively. Certainly this is an accurate way to explain how some people experience gender, but it does not accurately reflect all of our experiences. Some genders include masculine, feminine, genderqueer (queer, fluid, or non-binary gender identity); agender (neutral or non-existent gender identity and/or expression); cisgender (gender identity and/or expression that is “cis,” or “on the same side as” assigned sex category); and transgender (any gender identity or expression that differs from sex assignment). Trans refers to a range of non-cisgender identities, including transgender and transsexual.

## KEY THINGS TO KNOW:

- Gender does not refer to sex category and gender is not the natural result of sex. Recognizing “sex” and “gender” as discrete categories allows us to affirm all gender expressions irrespective of assigned sex.
- The sex binary assumes that all bodies are easily assigned to one of two sex categories, male or female, even when sex asymmetries are present (for example, an individual with male chromosomes and female sex organs). Cultural norms determine which physical characteristics are fundamental to legal sex category assignment.

- Sex assignment gives us a legal sex. Some (but certainly not all) trans people want the right to change their legal sex to affirm their gender identity and/or for legal rights and protections. Laws and legal processes for the regulation of sex category vary state by state.
- Trans people, like cisgender people, should be given the right to privacy. Inquiries about anyone’s genitals (outside of intimate or medical spaces) are serious invasions of privacy and might count as harassment.
- You can ask people how they identify if you are unsure of how to address them. Similarly, if you are unsure of what pronouns to use, just ask.

**Implicit/Unconscious Bias:** Thoughts and feelings are “implicit” if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Thus, we use the term “implicit bias” to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge. A fairly commonplace example of this is seen in studies that show that people will frequently associate criminality with black people without even realizing they’re doing it.

**Inclusive Language:** Words or phrases that include all potential audiences from any identity group. Inclusive language does not assume or connote the absence of any group. An example of gender inclusive language is using “police officers” instead of “policemen.”

**Inclusion:** The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

**Key Stakeholder:** Stakeholders are those who may be affected by or have an effect on an effort. Key stakeholders are important within or to an organization, agency, or institution engaged in the planning effort and can have either a positive or negative impact. They have the information you need, or other important resources for solving the problem. Getting and keeping key stakeholders on board is one of the most important aspects of any project. Key stakeholders may be those who increase the credibility of your efforts; implement the interventions central to the effort; advocate for changes to institutionalize the effort; and/or fund/authorize continuation or expansion of the effort.

**Mission and Vision:** Mission answers the question “Why do we exist?” Vision answers the question “What will the future look like as we fulfill our mission? What will be different?” While mission is about today, vision is about the future, what we will become. The mission is written in a short, concise statement. The mission’s meaning should be able to be understood in one or two sentences. The vision needs to be more than a statement. It should be a description. This description may be a paragraph or a whole page. It should paint a picture of the future that will come to be as we carry out our mission.

**Race and/or Ethnicity:** Any individual from the following racial and/or ethnic groups:

**Black:** Having origins in any of the Black racial groups of Africa or the Cape Verde Islands.

**Hispanic (Latino/a):** Mexican, Puerto Rican, Cuban, Central, or South America, or other Spanish culture or origin, regardless of race.

**Asian or Pacific Islander:** Having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.

**Native American:** Having origins in any of the original peoples of North America, and maintaining cultural identification through tribal affiliations or community recognition.

# Voluntary Self-Identification of Disability

## Why are you being asked to complete this form?

As a participant in the CIITAP, we are committed to 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 complete this form every year.

Please know that you will not be punished in any way if you choose to self-identify as having a disability now and had not identified as having a disability earlier.

**YOU ARE ONLY ASKED TO INDICATE YES OR NO ON THIS FORM; PLEASE DO NOT PROVIDE ANY SPECIFIC INFORMATION ABOUT ANY DISABILITIES YOU MAY HAVE.**

## How do I know if I have a disability?

You are considered to have a disability under the Americans with Disabilities Act 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	Autism	Bipolar disorder	Post-traumatic stress disorder (PTSD)
Deafness	Cerebral palsy	Major depression	Obsessive compulsive disorder
Cancer	HIV/AIDS	Multiple sclerosis (MS)	Impairments requiring the use of a wheelchair
Diabetes	Schizophrenia	Missing limbs or partially missing limbs	Intellectual disability (previously called mental retardation)
Epilepsy	Muscular dystrophy		

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 WISH TO ANSWER

\_\_\_\_\_  
Your Name

\_\_\_\_\_  
Today's Date

Reasonable Accommodation Notice

NY Human Rights Law requires employers with 4 or more employees 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. PLEASE NOTE THAT THIS VOLUNTARY SELF-IDENTIFICATION FORM IS NOT CONSIDERED A FORMAL REQUEST FOR REASONABLE ACCOMMODATION. IF YOU HAVE A DISABILITY AND WOULD LIKE TO REQUEST A REASONABLE ACCOMMODATION PLEASE CONTACT (Employer to insert accommodation request contact here. Ideally this would be someone in HR, not a supervisor or other individual who is involved in evaluating the employee.)

This form is a modified version the U.S. Department of Labor's Voluntary Self-Identification of Disability Form CC-305 OMB Control Number 1250-0005, created specifically for the CIITAP Toolkit, for business that do not have federal contracts totaling \$10,000 or more. If your business has federal contracts of \$10,000 or more, please use the required federal form found at - [https://www.dol.gov/ofccp/regs/compliance/sec503/Self\\_ID\\_Forms/VoluntarySelf-ID\\_CC-305\\_ENG\\_JRF\\_QA\\_508c.pdf](https://www.dol.gov/ofccp/regs/compliance/sec503/Self_ID_Forms/VoluntarySelf-ID_CC-305_ENG_JRF_QA_508c.pdf)

# CIITAP Annual Reporting Template and Data Collection Forms

## CIITAP Annual Self-Reporting Forms – Diversity & Inclusion

**CIITAP Applicant Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CIITAP Project Name:** \_\_\_\_\_

*Due date: March 1<sup>st</sup>*

*Reporting Period: Prior Calendar Year*

*Public Record Note: This report may be made available for public inspection. Do not include confidential information in your responses.*

CIITAP REQUIREMENT	YES	NO
1. Have you provided workforce diversity goals on the following page?		
2. Have you provided workforce diversity strategies on the following page?		
3. Have you provided actions taken to address unconscious workforce bias on the following page?		
4. Have you completed and submitted the workforce demographic profile?		
5. Have annual DCTC dues for the prior calendar year been paid?		
6. Has a representative from your firm attended at least 4 meetings of the DCTC in the prior calendar year?		
7. Has a representative from your firm participated in at least 2 DCTC trainings offered in the prior calendar year?		
8. Has a representative from your firm attended the bi-annual DCTC conference (if held)?		



If you answered “No” to any of the above questions please explain why:

[Redacted]

Identify workforce diversity goals to increase hiring, retention, and promotion of women, people of color, and people with disabilities:

[Redacted]

Identify workforce diversity strategies utilized in the prior calendar year:

[Redacted]

Identify actions taken to reduce and address unconscious workplace biases in the prior calendar year:

[Redacted]

Do you seek technical assistance on diversity and inclusion workforce initiatives?

[Redacted]

**Certification**

I certify that the information provided is true and accurate to the best of my knowledge.

**Name:** [Redacted]

Attach workforce demographic profile and submit to both the Tompkins County Industrial Development Agency (TCIDA) and the City of Ithaca.

# Workforce Demographic Profile

Data accurate as of:



CIITAP Applicant Name:



CIITAP Project Name:

Identity of Employer for Reported Workforce Data (fill in one name below)

Employer:



Employer Workforce Data	Company Workforce		Community Comparisons			
	Permanent Employees		Labor Force Estimates		2010 Population	
	Number	Percent	City of Ithaca	Tompkins County	City of Ithaca	Tompkins County
<b>Permanent Employees, by Gender</b>						
Male			53%	51%	50%	50%
Female			47%	49%	50%	50%
Non-binary						
Total	0		100%	100%	100%	100%
<b>Permanent Employees, by Race</b>						
White			76%	86%	67%	80%
Black or African American			5%	3%	6%	4%
American Indian or Alaskan Native			1%	0%	0%	0%
Asian			13%	7%	16%	9%
Pacific Islander			0%	0%	0%	0%
Some other race			2%	1%	0%	0%
Two or more races			3%	2%	4%	3%
Hispanic or Latino (of any race)	NA		NA	NA	7%	4%
Total	0		100%	99%	100%	100%
<b>Permanent Employees, by Ethnicity</b>						
Hispanic or Latino origin (of any race)			8%	4%	See above	
Not Hispanic or Latino			92%	96%		
Total	0		100%	100%		

<b>Permanent Employees, by Age</b>				
<25			52%	27%
25-44			31%	35%
45-64			16%	33%
65+			1%	4%
Total	<b>0</b>		100%	99%
<b>Permanent Employees, by Disability</b>				
Disabled			6%	7%
Not Disabled			94%	93%
Total	<b>0</b>		100%	100%
<b>Permanent Employees, by FT Status</b>				
Full-time				
Part-time				
Total	<b>0</b>			

Source for community labor force estimates: 2007-2011 American Community Survey, reported by the Cornell Program on Applied Demographics

Source for population demographics: 2010 Decennial Census

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