EQUITY AND DIVERSITY PLAN
2016 - 2021

Reviewed by the Erie Community College Senate on Oct. 11, 2016
Approved by the Board of Trustees on Oct. 25, 2016
Prepared by DARLEY WILLIS, chief diversity officer
JACK QUINN
President

MICHAEL PIETKIEWICZ
Senior Vice President of Operations

WILLIAM REUTER
Chief Administrative & Financial Officer

RICHARD WASHOUSKY
Executive Vice President Academic Affairs

VACANT
Executive Vice President Student Affairs

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As President of Erie Community College, I have the overall responsibility for the college's Equity and Diversity Plan. In our efforts to implement our Equity and Diversity Plan, we reaffirm and formalize our commitment to the principle of equal employment opportunity.

It is Erie Community College's policy to ensure equal employment opportunity for all without regard to race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, military status or any other protected class. While this plan cannot be considered an employment contract between ECC and its employees, we view the principle of equal employment opportunity as a vital element in the hiring process and as a hallmark of good management.

In developing our Equity and Diversity Plan, we commit ourselves to the following:

- Recruiting, hiring, training, and promoting persons in all job classifications without regard to race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, military status, domestic violence victim status, predisposing genetic characteristics, or any other protected class as defined by New York State or Federal Law.
- Ensuring that promotion decisions are in accordance with equal employment opportunity requirements by imposing only valid, job-related requirements for promotional opportunities.
- Ensuring that all personnel actions relating to compensation, benefits, transfers, terminations, training, and education are administered in a nondiscriminatory manner.

ECC's chief diversity officer is responsible for the implementation and compliance of the plan and will monitor the college's diversity efforts. The executive vice presidents, chief administrative and financial officer, the associate vice presidents, deans, directors, and supervisory staff are responsible for ensuring that their employment decisions comply with principles embodied in Title VII, the Age Discrimination in Employment Act, the Rehabilitation Act of 1973, the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, the New York State Executive Law, the Americans With Disabilities Act, Executive Order 11246, as well as all other applicable state and federal statutes, laws, ordinances, rules and regulations pertaining to discrimination in employment.

As President of ECC, I have the responsibility to ensure that all principles of the Equity and Diversity Plan receive a sufficient level of attention and my support; and I will hold each manager accountable for furthering the principles and goals of the Equity and Diversity Plan.

Jack Quinn
President of Erie Community College
INTRODUCTION

Since 1946, Erie Community College (ECC) has met the needs of a diverse student body while contributing to the economic vitality of Western New York. As a member of the state’s SUNY system, the three-campus college provides flexible, affordable and accessible educational programs in an accommodating academic environment. Equipped with the knowledge of these programs, ECC’s faculty, staff and students strive to enrich their host communities through skill, service and partnership. Degree and certificate programs, community education, workforce development and other special programs (GED and Pre-Collegiate Studies) are offered on the City, North and South campuses, as well as in several other locations.

Students interested in pursuing degrees in the Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.) or the Associate in Occupational Studies (A.O.S.) will discover that Erie Community College is responsive to their needs. The A.A., A.S. and A.A.S. degrees have articulation transfer agreements with many colleges locally, state-wide and in other states. Academic and student services support is provided as a means to help all students attain their educational and personal goals.

ECC takes pride in the diversity of its students, a kaleidoscopic population representing all corners of the state, country and world. To claim that there is a typical ECC student is misleading. Certainly, there are profiles of a typical ECC student that emerge when various statistics are taken into consideration, but the college’s diverse student body spiders in all directions. Recent high school graduates and senior citizens. Athletes, disabled students, business executives learn next to veterans, transfer students and international students, with almost 94% of these students living in Erie County.

Why do these students from such diverse backgrounds choose ECC? Multiple reasons. The variety of the curricula available, the reasonable tuition, the quality teaching faculty, the small classes, the availability of tutoring, and the accessibility of three campus locations all draw thousands of students to ECC annually.

More than 100 degree and certificate programs are offered to students, in addition to six career-focused credit training programs. These programs span numerous areas of study, including Health Sciences, Business and Public Service, Technologies, and Liberal Arts. They are designed to graduate well-prepared, well-rounded students, ready to meet the demands of the work world and continuous learning. 90% of ECC’s students “start here and go anywhere,” whether to transfer to a four-year school or enter into the workforce.

ECC offers degrees and certificates through Web-based Distance Learning courses. Academic transfer articulations are in place with several area high schools through advanced studies credit courses.

To help students achieve their goals, broad support services are provided. The English and Math Departments offer tutoring services to aid students in their academic quests; the Office of Disabled Students Services advocates for and supports disabled students; and the Career Resource Centers provide career counseling and job placement. Summer bridge programs are available to assist students with developmental Math, English, and ESL courses.

In short, ECC students discover a college responsive to their divergent backgrounds, interests, goals and needs while the community reaps the benefits of an institution preparing tomorrow’s workforce and tomorrow’s leaders.
Erie Community College is an equal opportunity employer, and it is the college’s intent to comply with Executive Order 11246, as amended; Title VII of the 1964 Civil Rights Act, as amended; the Rehabilitation Act of 1973; American with Disabilities Act of 1990; the Vietnam Era Veterans’ Readjustment Act of 1974, as amended; the Equal Pay Act of 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Age Discrimination Act of 1975; and the New York Executive Law, as well as all other applicable state and federal statutes, laws, ordinances, rules and regulations pertaining to discrimination in employment. ECC will promote and ensure equal opportunity for all persons without regard to race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, military status, domestic violence victim status, predisposing genetic characteristics, or any other legally protected status.

Erie Community College’s goal is to make its workforce more closely represent the demographics of the community. Its leadership will make good-faith efforts to identify and remove potential barriers to their employment and education through initiatives to increase diversity at all levels.

Erie Community College finds that diversity of students, faculty, administrators, and staff is a crucial element of the educational process and is committed to enhancing education through initiatives to increase diversity at all levels.

Erie Community College will take action to ensure that all individuals are afforded equal opportunities in the employment process without discrimination on the basis of any protected class. The actions shall include, but not be limited to, the following:

1. Recruiting, hiring, training, and promoting persons in all job titles without regard to race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, military status, domestic violence victim status, predisposing genetic characteristics, or any other protected class as defined by New York State or Federal Law.

2. Furthering the principles of diversity by attracting and retaining underutilized minorities and women.

3. Ensuring that all personnel actions such as compensation, benefits, transfers, layoffs, and return from layoffs, are administered without regard to race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, military status, domestic violence victim status, predisposing genetic characteristics, or any other protected class as defined by New York State or Federal Law.

It is the policy of Erie Community College to maintain a place of work and study for faculty, staff, and students that is free of unlawful harassment. Unlawful discrimination and unlawful harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated.

Erie Community College prohibits retaliation against any employee or student for filing a complaint that he/she believes to be discriminatory, including the filing of an internal complaint, grievance or a charge with a state or federal civil rights enforcement agency.

**Administrative Responsibility**

The President of Erie Community College has assigned the overall responsibility for the planning, monitoring and reporting of the college’s progress in implementing policies of equal employment opportunity to the Chief Diversity Officer. The Chief Diversity Officer will receive, review, and investigate equal opportunity complaints. Any inquiries or charge of violation concerning the application of the policies should be directed to the chief diversity officer, 121 Ellicott Street, Buffalo, New York 14203. Erie Community College’s Equity and Diversity Plan will be filed in the President’s office, the Equity and Diversity office, the Human Resources office and posted on the college website.

**Equal Opportunity Pledge and Statement**

The following equal opportunity statement must appear in any job announcement, recruitment announcement, advertisement for any position, purchasing request order, request to advertise, marketing and publicity advertisements, printed material and: “Erie Community College is an Equal Opportunity Employer. Women, members of minority groups, or persons with disabilities and Vietnam Era Veterans are encouraged to apply.”
Minorities and Women
Erie Community College will continue efforts to recruit and retain minorities and women for jobs where they have previously been underrepresented.

Religion and National Origin
Erie Community College is committed to ensure non-discrimination based on religion and/or national origin in accordance with Title VII of the Civil Rights Act of 1964, as amended, and New York State law. All recruiting sources shall be notified of the college’s commitment to provide equal employment and educational opportunity without regard to religion or national origin.

Disabled Individuals Including Veterans and Vietnam Era Veterans
It is the policy of the college to undertake outreach and positive recruitment activities to provide opportunities for qualified disabled individuals. Reasonable accommodations shall be made as necessary to accommodate the physical and mental limitations of employees or applicants.

The college shall offer both employment and promotion in employment to disabled individuals. Compensation shall be determined without regard to any disability income, pension or other benefits that the applicant or employee receives from any other source.

Students or employees with chronic medical conditions which may render them “disabled” within the meaning of the Americans with Disabilities Act or New York Executive Law shall not be denied admission to the college on the basis of this disability. In addition, reasonable accommodations will be provided upon request as required by law.

Employees who are in need of a reasonable accommodation in connection with their employment should contact
the director of Human Resources at 851-1844. Students who are in need of a reasonable accommodation with respect to their academics should contact the Student Access Office at 851-1832. All medical information submitted in connection with an application for reasonable accommodation will be kept confidential, as required by law.

The college shall undertake appropriate outreach and positive recruitment activities to provide employment and promotional opportunities for qualified disabled veterans, veterans of foreign wars and veterans of the Vietnam Era. Compensation shall be determined without regard to any disability income, pension, or other benefit that the applicant or employee receives from any other source.

**Sexual Orientation**

It is the policy of Erie Community College that neither its students nor its employees are discriminated against on the basis of sexual orientation or gender identity.

For the purpose of this policy, a student who has an academic complaint involving discrimination based on sexual orientation shall follow the complaint process outlined in the course catalog. The student may also direct complaints to the dean of students or Chief Diversity Officer.

All other complaints involving sexual orientation by employees or applicants shall be directed to the Chief Diversity Officer at 851-1118.

**Sexual or Racial Harassment**

Harassment based upon sex or race is a form of discrimination prohibited by Federal and New York State Law. An institution may be held liable pursuant to New York Executive Law, Title VI or VII. An institution may lose federal funds pursuant to Title IX for failure to properly investigate and remedy claims of sexual or racial harassment.

Harassment is defined as any person's conduct which unreasonably interferes with an employee's or student's status or performance by creating an intimidating, hostile, or
offensive working or educational environment based on a protected class. Harassment on the basis of race, color, or national origin includes offensive or demeaning treatment of an individual where such treatment is based upon prejudiced stereotypes of a group to which that individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, or other intimidating or insulting conduct directed against the individual because of his/her race, color, or national origin. Similarly, offensive or demeaning treatment of an individual based upon sex, which includes offensive comments and gestures, sexual innuendos and other sexually offensive behavior is prohibited. Title VII and the New York Executive Law requires employers to take prompt corrective action to remedy unlawful discrimination or harassment based upon any protected class.

Not every act that might be offensive to an individual or a group will be considered harassment. Whether the alleged conduct constitutes unlawful harassment depends upon the record as a whole and the totality of the circumstances, such as the nature of the conduct and the context within which the alleged incident occurs. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

Sexual assaults may be criminal acts, and, as such, an investigation and processing by the criminal justice system, local police, campus security, and crisis intervention may supersede or occur in addition to the process developed under this policy.

Consensual Relationships

Intimate relationships between supervisors and their subordinates and between faculty members and students are strongly discouraged due to the inherent inequality of power in such situations. These relationships could lead to undue favoritism or the perception of undue favoritism, abuse of power, compromised judgment, or impaired objectivity. Engaging in a consensual relationship with a student over whom the faculty member has either grading, supervisory, or other evaluative authority constitutes a conflict of interest. The faculty member must take steps to remove the conflict by assigning the student to a different teacher or terminating the relationship, at least while the student is in his/her class. It is a conflict of interest for a supervisor to engage in a consensual relationship with a subordinate over whom he/she has evaluative or supervisory authority. The supervisor must take action to resolve the conflict of interest by assigning another individual to supervise and/or evaluate the subordinate.

Reporting Unlawful Harassment, Discrimination or Retaliation

Erie Community College will not tolerate unlawful harassment in the academic or work environment. ECC recognizes that all individuals have the right to study and work in an environment free from unlawful harassment. No individual shall retaliate or discriminate against another individual who has filed a harassment or discrimination complaint.

These procedures may be utilized by any employee, applicant for employment, or student who believes he or she has been subjected to unlawful harassment. ECC will periodically educate and train employees regarding conduct that could constitute a violation of this policy. All employees, including faculty members, are expected to participate in the education and training and to be knowledgeable of policies and guidelines concerning unlawful harassment and discrimination.

All faculty members, students, and staff are subject to this policy. Any faculty member, student, or staff found to have violated this policy by engaging in behavior constituting unlawful harassment, discrimination, or retaliation will be subject to disciplinary action, which may include dismissal, suspension, termination, or other appropriate action.

All faculty members, students, and staff, particularly management and supervisory personnel, are responsible for taking reasonable and necessary action to prevent and discourage unlawful harassment and are required to promptly report conduct that could be in violation of ECC policies and procedures. Such reporting should occur when information concerning a complaint is received from any source.

All faculty and staff members are required to cooperate with investigations of alleged unlawful harassment. Failure to cooperate may result in disciplinary action being taken up to and including termination. Students are also required to cooperate with these investigations.

Procedures for Reporting Harassment, Discrimination and Retaliation

GENERAL

The following procedures are intended to protect the rights of the aggrieved party (the complainant) as well as the party against whom a complaint of harassment is lodged (the respondent), as required by state and federal laws. Each complaint must be properly and promptly investigated and, when warranted, appropriate corrective action taken. In situations that require immediate action because of safety or other concerns, the institution may take any administrative action that is appropriate.

FILING COMPLAINTS

1. Any applicant for employment or current or former employee who believes he/she has been subjected to harassment at ECC, or who believes that he/she has observed harassment taking place, shall contact the chief diversity officer. Current or former students or student applicants shall present any complaint of harassment to a dean of students or chief diversity officer located in room 174 of the City Campus, 121 Ellicott Street, Buffalo, New York.
Allegations by one student against another student must be referred to the dean of students, at City Campus, 121 Ellicott, Buffalo New York, 14203, (716) 851-1121; at North Campus, 6205 Main, Williamsville, New York 14221, (716) 851-1421; or at South Campus, 4041 Southwestern Blvd., Orchard Park New York, 14127, and (716) 851-1621. The complainant shall include the circumstances giving rise to the complaint, the dates of the alleged occurrences, and names of witnesses, if any. If written, the complaint will be signed by the complainant. Even if the complaint is verbal, the matter will still be investigated and appropriate action taken. Complaints made anonymously or by a third party will also be investigated to the extent possible.

2. If the complaint does not rise to the level of harassment, the investigator may dismiss the complaint without further investigation. The complainant should be informed of other available processes, such as the employee grievance/complaint process or a student grievance process, if applicable.

INVESTIGATION

1. When a person against whom the complaint is filed is a student, the Dean of Students will investigate the complaint in compliance with the procedures outlined in this policy and in accordance with the ECC catalog, where applicable. If it is determined that a violation of the policy has occurred, any resulting action will be undertaken in compliance with student disciplinary procedures as outlined in the aforementioned catalog.

2. When a student is the complainant, the respondent, or an individual interviewed, all documentation referring to that student shall be subject to the provisions and protections of the Family Education Records and Privacy Act (FERPA).

3. An investigation shall be conducted to establish whether there has been a violation of the policy. The investigator shall interview the complainant, the respondent, and other persons believed to have knowledge related to the investigation. It is the responsibility of the investigator to weigh the credibility of all individuals interviewed and to determine the weight to be given information received during the course of the investigation. To the extent possible, the investigation will be conducted in such a manner to protect the confidentiality of both parties. However, the complainant, respondent, and all individuals interviewed shall be informed that the college has an obligation to address harassment, discrimination and retaliation, and that, in order to conduct an effective investigation, complete confidentiality cannot be guaranteed. Information may need to be revealed to the respondent and to potential witnesses. However, information about the complainant should be shared only with those who have a legitimate business need to know about it.

4. If any individuals interviewed are members of a union, they shall be advised to their right to union representation and, if union representation is waived, a note shall be made in the investigator’s file and noted in the final report.

5. The chief diversity officer shall notify the individual against whom a complaint has been lodged that a complaint has been filed against him/her in writing.
6. The complainant, the respondent, and all individuals interviewed shall be notified that any retaliation engaged in connection with the complaint or its investigation is strictly prohibited regardless of the outcome of the investigation and that retaliation may in itself be grounds for disciplinary action.

7. At any time during the course of the investigation, the investigator may meet with both the complainant and the respondent individually for the purpose of resolving the complaint informally. If the informal resolution is successful in resolving the complaint the chief diversity officer shall inform the complainant and the respondent.

8. If informal resolution is unsuccessful, the investigator shall draft a report summarizing the investigation. Each report shall outline the basis of the complaint, including the dates of the alleged occurrences, the response of the respondent, and the findings of the investigator, whether there were any attempts made to resolve the complaint informally, and a determination of whether there was a violation of the policy.

9. After the chief diversity officer has issues a final report, the investigator shall notify both the complainant and respondent of the determination.

10. If a violation of this policy is determined to have occurred and disciplinary action will be taken, the respondent shall be advised of his/her rights in accordance with the appropriate union contract as the case may be. Disciplinary action will be taken in accordance with any applicable collective bargaining agreement and/or New York and Federal law.

11. Copies of the chief diversity officer’s determination, the investigator’s report, the complaint (if it concerns an employee), and documentation of any disciplinary action taken against the respondent shall be maintained in a file in the Equity and Diversity Office.
To support students, faculty and staff in valuing and understanding diversity, ECC’s president and senior executive staff must make specific efforts to clearly define and publicize their commitment to diversity. The deans, directors, department chairs/heads and coordinators should be clear in articulating diversity as a key contributor to educational excellence. In defining and communicating the significance of diversity, we must promote a respect for all individual differences regardless of race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, military status, domestic violence victim status, predisposing genetic characteristics, or any other protected class as defined by New York State or Federal Law.

In accordance with ECC EXCEL 2015, the goals and objectives included in the program review for the Office of Equity and Diversity will be as follows:

SHORT TERM GOALS

1. Assess existing diversity-related staffing and functions at Erie Community College, both to identify any qualified candidates for promotion and to organize relevant functions under the auspices of the chief diversity officer.
2. Increase awareness of diversity issues by encouraging faculty to creatively incorporate diversity-related content into syllabi annually, as appropriate.
3. Work with enrollment management and admissions to ensure best practices in recruiting and retaining diverse students are followed.
4. Be involved in faculty, senior leadership and staff searches. Serve as an advisor on search committee to ensure that recruitment procedures are equitable and inclusive.
5. Recommend that search committees be diverse; best practices are followed; and that all efforts be made to obtain diverse applicant pools.
6. Implement the recommendations by SUNY Diversity Task Force and SUNY Excels.
7. Improve and expand faculty and staff training annually for new employees, and every other year for current employees on issues relating to discrimination, harassment, religion, sexual orientation, and college climate.
8. Develop, implement, and evaluate diversity initiatives focusing on recruitment, retention, and development of faculty, staff, and students from underrepresented groups.
9. Work with college departments and bargaining union representatives to resolve employee harassment and workplace discrimination complaints.
10. Prepare the Equity and Diversity Plan.
11. Distribute diversity data to academic student affairs, and administrative departments annually.
12. Assess the goals and objectives annually.

LONG TERM GOALS

1. Expand opportunities to involve ECC in community-based projects that are inclusive for both faculty and students.
2. Sponsor and participate in events and initiatives that increase the awareness of issues relating to diversity.
3. Recruit graduate students from underrepresented groups as interns and faculty so that ECC might identify early potential faculty and employees who could increase diversity.
4. Collaborate with schools whose students are interested in teaching in higher education.
5. Build a process for incorporate the Racial Roundtable of Buffalo’s prism into key decisions.
6. Rebrand the Office of Equity and Diversity to incorporate diversity issues related to religion, sexual orientation and college climate.
7. Investigate opportunities for building a diversity training program that models the ECC Law Enforcement Training Academy.
EQUITY AND DIVERSITY MISSION STATEMENT

Mission
To provide leadership and direction for the development, organization and implementation of diversity initiatives as established by ECC Excels, the Equity and Diversity Action Plan, and Erie Community College's overall mission and vision. To meet the needs of a diverse student body and contribute to regional economic vitality by providing high-quality, flexible, affordable and accessible educational programs committed to student success while supporting the SUNY-wide Equity, Diversity and Inclusion Program.

Purpose
To serve and support the ECC President, Board of Trustees, senior executive staff, students, faculty and staff in valuing and understanding diversity and clearly define and publicize the college's commitment to diversity. To promote inclusion in the development of policies, programming and protocols that clearly articulate ECC's commitment to diversity and inclusion, and to promote respect and value individual differences. To prohibit discrimination against race, ethnicity, color, national origin, religion, sexual orientation, gender, gender identity and expression, age, marital and military status, disability, socioeconomic status, domestic violence victim status, predisposing genetic characteristics, or any other characteristic or status protected by state or federal laws.

Commitment
Erie Community College affirms its commitment to a policy of equal opportunity to employment and education and values diversity, where people of different cultures, intellectual positions and lifestyles can reach their full potential; and where such an environment develops a mutual respect for individual differences that embraces cross-cultural understanding.

Timeline
8/8/16 – Approved at the Equity and Diversity Advisory Board. Moved by Eleanor Paterson. Seconded by Marilou Blair
9/13/16 – Approved by the Erie Community College - College Senate

Equity And Diversity Advisory Board Members
In 2009, ECC established the Equity and Diversity Advisory Board to facilitate dialogue among key members of the college and the local community to discuss issues related to diversity and inclusion.

COMMUNITY MEMBERS
L. NATHAN HARE, president and CEO of the Community Action Organization of Erie County
EUGENIO RUSSI, executive director, Hispanic United-Buffalo
CHERYL JOHN, coordinator of Native American SUNY Western Consortium
JUDGE JAMES MCLEOD, Buffalo City Court
BRENDA WILLIAMS-MCDUFFIE, president/CEO of Buffalo Urban League
PRATHAMA REDDY, attorney at law

COLLEGE MEMBERS
DARLEY WILLIS, chief diversity officer, chair
MARY BEARD, assistant academic dean, Liberal Arts
MARILOU BLAIR, director of Student Access
NORA CLARK, associate vice president Student Services
TRACEY CLEVELAND, director of Human Resources
BRUCE COSBY, professor emeritus, Social Science
MICHAEL DELANEY, grievance chair, FFECC
MARK HOEBER, assistant academic dean, Technologies
EDWARD HOLMES, associate vice president, Liberal Arts
KATIE KOCH, president, AAECC
JUDITH KNIGHT, unit chair, ECC CSEA
SHEILA MARTIN, professor, English
NEAL MCCALLUM, student trustee
ELEANOR PATERSON, director, Bilingual Program
MICHAEL PIETKIEWICZ, senior vice president of Operations
WILLIAM REUTER, chief administrative officer
RICHARD WASHOUSKY, executive vice president of Academic Affairs
PATRICK WILES, associate vice president, Health Sciences
DIANE ZYCH, vice president, FFECC
According to the information gathered for the annual federal report to the Integrated Postsecondary Education Data System (IPEDS) for fall 2015, ECC employed 784 full and regular-part-time employees. Of those employees, 337 (or 43%) are men, 447 (57%) are women, and 96 (12%) are minorities. The five-year trend for staff by Ethnicity and Gender shows that, in fall 2015, the college had its largest number of full-time and regular-part-time employees, at 784. Over that same five-year period, ECC consistently employed more women than men. The largest number of women was employed in 2015; and the least number of women, 423, was employed in 2012. The largest number of men, 339, was employed in 2014; and the least number of men, 334, was employed in 2011 and 2012. The most minorities, 99, were employed in 2014; and the least, 92, were employed in 2011.

Within this five-year period, the largest student enrollment, 13,649, was in 2013. There were 6,777 men and 6,872 women enrolled. There were 8,935 (65%) non-minorities, and 3,806 (28%) were minorities. The largest number of men (6,777) were enrolled in 2013; women (6,936) in 2011; and minorities (4,018) in 2014. Enrollment decreased by 616 students from 2014 to 2015; and the lowest enrollment (12,054 students) was in 2014.

In fall 2013, ECC’s student enrollment was 13,649. Fall 2014 saw a decrease of 979 to 12,670. In fall 2015, there were 12,054—a decrease of 616 students between fall 2014 and fall 2015. There has been a slight decrease in the minority staffing and it has not kept pace with the student enrollment or the Erie County demographics of 19% minority population.

Fall 2015, 290 (90%) of the full-time faculty were non-minorities, and 396 (86%) of our staff were non-minorities. We have not kept pace with the minority student population, which is 29%.

In the future, efforts should be undertaken to recruit and attract underrepresented populations for positions as they may arise. Future vacancies present opportunities to increase diversity in the workforce.
## FIVE-YEAR TREND EMPLOYEES/STUDENTS
### 2011-2015

### GENDER

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### ETHNICITY

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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>763</strong></td>
<td></td>
<td><strong>13583</strong></td>
<td></td>
<td><strong>757</strong></td>
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### OVERALL

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<th>#</th>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>763</strong></td>
<td></td>
<td><strong>13583</strong></td>
<td></td>
<td><strong>757</strong></td>
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</table>
ECC’s recent retirements and ongoing vacancy control has presented college leadership with an opportunity to infuse our educational institution with staff members that more closely reflect both our student diversity and host communities.

This is the impetus for the Balanced Workforce Plan, an initiative meant to more appropriately balance the demographics of departments where retirements and vacancies have presented the chance to do so. Reviewed and informed by multiple administrators and members of ECC leadership, the Balanced Workforce Plan is already addressing this representative imbalance, with minority candidates hired as chief information officer, associate vice president for Student Services and Social Sciences instructor for fall 2016.

Although we have more positions to fill, the plan has already steered us toward better support for the diversity initiatives outlined by both the SUNY Diversity Task Force Recommendations and SUNY ECC Excel. ECC’s student and staff population should be representative of the following Erie County demographics and SUNY’s community college sector staff/faculty diversity rates:

- SUNY rate is 15.4%; ECC employee diversity demographics is currently 12.3%.
- Erie County diversity demographics are 19%.
- The ECC Excels diversity initiative goal for staff/faculty is 15%.

The Balanced Workforce Plan will help us continue to recruit and interview diverse candidates and, in the process, achieve these aforementioned staffing goals.
# PLAN RECOMMENDATIONS

## 2016

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*RETIREE

## Advertisement Sources

- BUFFALO NEWS
- HIGHEREDJOBS.COM
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- CRITERION
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- LINKEDIN
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