

**Information Technology Services**  
***A Framework to Foster Diversity at Penn State***  
***Final Update: 2004-2009***

**Introduction:**

Information Technology Services (ITS) completed a comprehensive reassessment of internal climate and diversity programs and strategies since the Mid-Term Progress Report in Spring 2007. Prompted by a change in leadership of the Vice Provost and the Associate Vice Provost for Information Technology, ITS has actively sought to redefine its culture and to implement methods to monitor and achieve related climate and diversity goals.

This update summarizes the chronology of events which occurred during the previous two years that resulted in extensive fact-finding, analysis, and mobilization of unit resources to redirect climate and diversity efforts to achieve more comprehensive goals.

**ITS Leadership Empowers New Climate and Diversity Efforts to Understand Current Staff Perceptions:**

The change in executive leadership in October 2006 prompted a comprehensive assessment of ITS programs, including climate and diversity strategies and initiatives. In January 2008, ITS commissioned a unit-wide Climate and Diversity survey, administered independently by the Penn State Survey Research Center. Fifty-three percent (53%) of ITS employees shared their perceptions about the state of the ITS climate. This level of contribution and participation will continue to be critically important in the development of future Frameworks to Foster Diversity.

Three open-ended survey questions generated a considerable number of responses that outlined employees' likes and dislikes concerning the ITS work climate and offered suggestions for improvement. As expected, the results were mixed. Some employees believed ITS supports issues of climate and diversity well, while others stated a need for improvement. Many shared ideas for improving employee satisfaction, communication and collaboration, and the way employees are treated by peers and supervisors.

As noted by Vice Provost Kevin Morooney in his blog dated April 9, 2008:

*"This is a three-step process: do a thoughtful survey, reflect on what it is telling us, and take action. This reflection stage is going to also have to be a community effort but ... it's going to take a little time to sift through the results and develop the best way to do that. The goal remains the same: I want us to make ITS the preferred place to work at Penn State and in higher education information technology. If we can do that, we'll help Penn State get where it needs to go in the years ahead of us."*

The survey results identified many positive practices in ITS. The majority of employees rated the climate within ITS as comfortable for themselves as well as comfortable for minorities. Overall, ITS staff rate the climate as very good, with an overall perception that respondents work with good people, appreciate their jobs, job security, and benefits. Many said they like their work and are overall thankful for their jobs.

However, some key areas for improvement emerged, most centering around how employees are treated by their peers and supervisors. It is important to note that 82% reported being treated with respect by their supervisors, which is a very favorable percentage. But the following gaps remain:

- Men and women with technical skills feel most comfortable in ITS;
- Different practices exist between units, causing differences in how climate is perceived;
- Communication is an area needing improvement.

After receiving this summary, the Vice Provost called upon the ITS Climate and Diversity (C&D) Team to work within ITS to develop a comprehensive plan for action. After much discussion, analysis, and informal input from employees throughout ITS, the C&D Team developed the following plan, approved by the Vice Provost for implementation:

- Develop and publish a code of conduct and/or ethics on how employees are to treat each other, including manager/subordinate relationships;
- Hold Open Forum meetings for employees to further explore staff issues. For confidentiality and objectivity, the C&D team contracted with the Private Industry Council of Center County (PICCC) to facilitate meetings and summarize results;
- Hold Open Forum meetings just for management staff, also facilitated by PICCC who summarized results;
- Analyze results from 2008 Faculty/Staff Survey to identify both findings consistent with ITS climate and diversity data and any new information for inclusion in climate and diversity planning.
- Develop a comprehensive and systematic plan for climate and diversity efforts, based upon employee feedback, demographic data, educational and awareness efforts, and communication of strategies and action items to all employees.

The outcome of these efforts will be reported in the 2010-15 *Framework to Foster Diversity*. However, ITS made two significant accomplishments under the current Framework that merit mention in this update. First, the Vice Provost assigned formal, functional responsibility to the ITS Senior Leadership Team and Human Resources for climate and diversity initiatives by establishing a steering committee to provide leadership and guidance for C&D Team efforts. The Steering committee consists of the representative from the Senior Leadership Team, the Human Resources advisor and the current Chair and the Vice Chair of the C&D Team. Second, and perhaps the most exciting progress to date, is the adoption of the ITS Community Principles. Using a collaborative approach between the C&D team and the entire ITS workforce

through surveys, wikis, and bulletin board postings, the following principles were established October 1, 2009, to govern ITS culture, climate and behavior going forward. The Principles are listed below:

### **ITS Community Principles**

These shared principles were created by ITS employees to facilitate and support our culture of teamwork and collaboration. We recognize that everything we do should be measured against the highest standards of ethical business conduct. We should do the right thing; not only abiding by laws and University policies, but also by using common sense and treating others with respect. Through ethical and respectful behavior, we seek to bring out the best in each of us, which in turn directly impacts the well-being of our employees, customers, and the Penn State Community.

We actively seek to incorporate the following principles in all of our endeavors.

- Personal integrity, honesty, and accountability
- Individual initiative and responsible risk taking
- A culture of teamwork, collaboration, openness, and transparency
- A passion for customers and technology
- Diversity, inclusiveness, fairness, and respect

#### **Personal integrity and accountability**

- Demonstrate ethical conduct - have the courage to live our values and do the right thing.
- Build strong relationships with our customers and co-workers by being forthright, clear and accurate in our communications.
- Be accountable for our actions, keep our commitments, and build trust. Lead by taking responsibility, not by imposing our will.
- Act by making decisions when appropriate and not letting indecision stall efforts at progress.

#### **Individual initiative and responsible risk taking**

- Find innovative and creative ways to solve problems.
- Offer our opinions and encourage others to do the same.
- Seek to broaden our understanding of Penn State and ITS.
- Take calculated risks when pushing the edge with new technology.

#### **Focus on teamwork, collaboration, openness and transparency in our daily operations**

- Provide a clear picture of our roles, vision, goals, and strategies - be accountable.

- Share knowledge and technology in ways that ensure information is available, accessible, and understandable.
- Foster an agreement-seeking culture and welcome divergent views when discussing possibilities.
- Strengthen our relationships with campuses and colleges, recognizing that IT at Penn State is more than ITS.

### **Passion for customers and technology**

- Ask questions and listen.
- Involve customers throughout the service planning process, recognizing that we are often our own customers.
- Deliver services that make technology more useful for our customers.
- Put the core business of Penn State in the center of service design and delivery.

### **Diversity, inclusiveness, fairness, and respect in our work environment**

- Create an environment free from discrimination and harassment by treating ourselves and each other with respect.
- Promote equal opportunity in employment without regard to race, color, religion, gender, age, national origin, sexual orientation, veteran status, or disability.
- Speak up when we witness discriminatory conduct, harassment, comments, or actions that encourage or create a hostile environment.
- Commit to a violence-free work environment, including physical and verbal abuse.

## Progress Toward Goals 2004-09 *A Framework to Foster Diversity at Penn State*

### **Challenge 1 - Developing a Shared and Inclusive Understanding of Diversity**

Using a collaborative process, ITS developed its own definition of diversity. This definition has been incorporated into the ITS intranet, *InsideITS*, under the climate and diversity section and acts as a foundation for the ITS vision for the ideal work environment we hope to foster. It is as follows:

#### Definition of Diversity:

A healthy climate for diversity is the affirmation, understanding and equitable treatment of all individuals, recognizing that each has unique differences. These dimensions may include but are not limited to race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, language, level of work responsibilities, family

responsibilities, religious beliefs, political beliefs, or other ideologies. Embracing diversity means that no one should be defined or narrowly perceived by these terms.

ITS employees believe that a healthy climate for diversity contributes to a welcoming climate and facilitates communication and collaboration. This climate provides all employees the opportunities to express and share their ideas, beliefs, and values. The breadth of opinions and experiences shared by members of the ITS community will result in a richer work environment for everyone and more relevant solutions for those we serve. Embracing, encouraging, and inviting diversity leads to more creativity, which ultimately leads to higher productivity.

As a unit of Penn State, ITS must contribute to the University's Framework for Diversity goals of inclusiveness. We will provide an inclusive work environment that is safe, positive, nurturing, and encompasses acceptance and respect for all. As a member of the wider world community, we will continue to strive for a workforce that reflects the global environment.

To continue ITS efforts in promoting an understanding of diversity, ITS engaged in a number of collaborative efforts. These include the following:

- Worked with the Office of Disability Services and the campuses to provide necessary Assistive Technology (AT) in order to promote academic accommodations for those with disabilities. There were seven AT requests from six campuses this year. At University Park, approximately 20 students made extensive use of these resources, logging on more than 4,200 times on these specially equipped computers in the course of a year.
- Co-hosted an Americans with Disabilities Act (ADA) Open House with the Library Services for Persons with Disabilities on September 17, 2008, to welcome new and returning students with disabilities.
- Collaborated with other administrative areas to co-sponsor the following events in an effort to help raise awareness of diversity and individuals with disabilities at Penn State:
  - Library Services for Persons with Disabilities and the Penn State Athletic Department/Athletic Council for Diversity and Inclusion: co-sponsored the Lance Allred (NBA's First Legally Deaf Player) presentation on September 22, 2008 in the Founders Lounge at the Bryce Jordan Center.
  - National Federation of the Blind (NFB) and the Library Services for Persons with Disabilities: co-sponsored a presentation by Abraham Nemeth, who was blind from birth and created the Nemeth Braille Code for Mathematics and Science Notation in order to help him study math and science. His presentation was on October 27, 2008, in Foster Auditorium.
  - Library Services for Persons with Disabilities: provided a video conference, titled "Technology Empowers, Today and Tomorrow", with inventor Ray Kurzweil on November 10, 2008 that included video bridging to the campuses. In

our Assistive Technology Lab, we greatly depend on his text-to-speech technology when scanning textbooks for students with disabilities.

- Library Services for Persons with Disabilities: co-hosted a luncheon in Pattee's Mann Assembly Room on December 10, 2008, for students who have a disability, including a round table discussion of supporting assistive technology at PSU.
- Library Services for Persons with Disabilities and the Happy Valley Chapter of the National Federation of the Blind: co-sponsored a presentation by Representative Glenn Thompson from Pennsylvania's 5th Congressional District to honor Louis Braille's 200th birthday on March 30, 2009, in Foster Auditorium.

## Challenge 2 - Create a Welcoming Campus Climate

The adoption of the *ITS Community Principles* marks an important step toward making ITS the best it can be, while continuing to foster a welcoming and inclusive climate for ITS employees and customers. The *Community Principles* were featured at an ITS All-Staff meeting in October 2009. In addition, the *Community Principles* were signed by all Senior Leadership Team members, attesting their support and adoption of the *Principles*. A signed, framed copy of the *Community Principles* is now posted in all 14 buildings housing ITS staff at University Park.

Since the *Community Principles* were developed to directly address the behaviors necessary for fair and equal treatment of all, we are hopeful that the posting and communication of their content will lay the foundation to enable necessary changes in staff behaviors and interactions. Additional communications regarding the *Community Principles* and their importance is planned as part of the 2010-15 *Framework to Foster Diversity*.

In addition to the adoption of the *ITS Community Principles*, the Vice Provost offered a popular series called "Coffee with Kevin" as a method for employees to raise specific questions, concerns, and suggestions for making ITS the best work environment possible. The total number of employees taking advantage of this opportunity are shown below:

2007 = 53 (27 males + 26 females)

2008 = 68 (51 males + 17 females)

Totals: 121 (78 males + 43 females)

Percentages: (64% males; 36% females)

Other actions taken to support a welcoming climate during the last planning period include:

- Pilot of *Crucial Conversations* training, for "talking when the stakes are high, opinions vary, and emotions run strong"
  - ITS feels that improving communication skills is an integral part of our strategy for fostering a welcoming environment and honoring diversity. To this end, we have invested in a specialized training called *Crucial Conversations* and have

offered it to all management staff. Crucial conversations are defined as interpersonal exchanges at work or at home that we dread having but know we cannot avoid. Employees to learn how to say what needs to be said while avoiding an argument with a boss, child, or relationship partner. *Crucial Conversations* offers employees a proven seven-point strategy for achieving their goals in all those emotionally, psychologically, or legally charged situations that can arise in their professional and personal lives. Based on authors' Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler's highly popular DialogueSmart training seminars, the techniques are geared toward getting people to lower their defenses, creating mutual respect and understanding, increasing emotional safety, and encouraging freedom of expression. Among other things, employees also learn about the four main factors that characterize crucial conversations and they get a powerful six-minute mastery technique that prepares them to work through any high impact situation with confidence. Plans to continue to offer communications training, as well as measures of success, will be described in the 2010-15 *Framework to Foster Diversity*.

- Pilot of *Speak Up!* training, techniques to use to speak up against everyday bigotry
  - ITS held a pilot of *Speak Up!* training with the C&D team members as well as members of the Marketing and Communications and Digital Library Technologies staff. Developed by the Southern Poverty Law Center, the training “calls on everyone to take a stand against everyday bigotry.” When someone makes a bigoted remark, employees may not agree with the statement but often remain silent. The training illustrates that remaining silent is essentially giving tacit approval to the offender's remarks. Employees must learn to “speak up” in a non-threatening way to demonstrate that bigotry will not be tolerated in their environment. Feedback from the ITS pilot showed that participants felt the program taught some powerful techniques for maintaining a welcoming climate for diversity, not only at work but at home, school, and in other everyday interactions. In addition to a workbook and training handouts, participants received a magnet displaying the techniques for speaking up and were asked to sign a pledge to indicate the following:

### **I PLEDGE TO SPEAK UP!**

- In pledging to respond to everyday bigotry, I will:
  - Speak up when I hear or see bigotry;
  - Question and identify bias when I see it;
  - Be mindful of my own behaviors;
  - Promote and appeal to higher principles;
  - Set limits on what is said or done around me;
  - Seek help and help others to work against bigotry; and
  - Remain vigilant and persistent.

As with the communications training listed above, plans to offer the training to all of ITS, as well as measures of success, will be described in the 2010-15 *Framework to Foster Diversity*.

### Challenge 3 - Recruiting and Retaining a Diverse Student Body

As an academic support unit, ITS has a peripheral role in the recruitment of a diverse student body. Our impact upon students is more apparent in student retention at Penn State by way of multiple points of contact between ITS staff and employees. These contacts include: supporting technology needs through the Computer Store; assigning computer access accounts; supporting computer networks in residence halls and University buildings at all campus locations; supporting course management software (ANGEL) for delivery of course information; and providing helpdesk support and assistance as needed.

These services require ITS employees to interact with all students in a professional and welcoming manner. To ensure that these contacts are positive, ITS placed considerable emphasis on customer service for those employees working in the areas mentioned above.

In addition to supporting students through computer services and related support, ITS provided financial support through numerous wage and graduate assistant employment opportunities. This contributed significantly to the ability of students to remain in school, while providing them with valuable work experience and guidance for entering the workforce after graduation. ITS offers a path of advancement for students to attain leadership positions where they gain management training and experience.

There are mentor shifts where more experienced students work with their younger peers. A flexible scheduling system allows students to trade shifts. A break policy makes it convenient for students to attend to personal or academic matters. For example, several of our Muslim students take advantage of this for their required prayer breaks. We also hold focus groups and student feedback meetings and have an anonymous Web form for feedback that is open to both employees and others in the Penn State community who use our labs or help resources.

The diversity of these students is significant and is shown below in Table 1:

TABLE 1 - Demographics of Student Wage/Interns/Graduate Assistants

<b>Wage/Interns</b>	<b>#</b>	<b>Graduate Assistants</b>	<b>#</b>
Asian American	27	Asian American	7
Black/African American	13	Black/African American	0
Latino	0	Latino	0
Undeclared	16	Undeclared	0
White	182	White	6
American Indian/Alaska Native	4	American Indiana/Alaska Native	1
Hawaiian	0	Hawaiian	0
<b>TOTAL</b>	<b>248</b>	<b>TOTAL</b>	<b>14</b>

Finally, ITS participated in a variety of internship programs to provide opportunities for diverse students to gain work experience while creating more diversity within the ITS environment. South Hills Interns are recruited each year for internship experiences, as well as interns from the Lincoln Technology School in Philadelphia and the College of Information Sciences and Technology.

#### **Challenge 4 - Recruiting and Retaining a Diverse Workforce**

ITS began a number of related efforts to increase the diversity in applicant pools and retain the diversity in our current workforce. The ITS human resources staff made significant efforts in the following areas:

- Expanded advertising efforts for all ITS jobs posted externally to include various Web sites in both higher education and in urban areas to try to encourage more diversity in the applicant pools;
- Trained over 85 management staff in a course called *Hire Power*, a comprehensive approach to hiring developed by OHR – the course reinforces the need for fairness and consistency in the hiring process and encourages the efforts to include diversity in search committees and in short lists of interviewees;
- Attended the Bank of American Career Fair to recruit a more diverse range of IT students for internships.
- Participated in the Vocational Mentoring Program, sponsored by the Office of Human Resources (OHR), to provide career exploration for high school students with disabilities.

In addition to new recruitment efforts, ITS offered training opportunities to increase awareness of the importance of diversity and tolerance in the work environment. ITS held mandatory training in awareness of sexual harassment policies and the effect of age and cultural differences in the workplace. ITS provided domestic violence awareness training, “A Day In The Life,” to support both employees and students in the ITS workforce who may be victims of abuse. The employee participation rates are shown below:

- Sexual Harassment – 453 attendees - mandatory
- Wisdom of the Ages - 311 attendees - mandatory
- Cultural Competency – 330 attendees - mandatory
- A Day in the Life – Domestic Violence awareness – 65 attendees - optional

ITS demographics (shown in Attachment 1) have not changed dramatically in the 2004-09 *Framework* review period as shown in the data from the Office of Educational Equity. For ethnicity, our totals show 96% white and 4% diverse. For gender, the number of females has declined by 3.2%, to 35.7% of the total. However, the gender data reports all employees in the competency program as a single total of male vs. female. If we break out the gender data into the five competency levels, we see a favorable trend. As shown in Attachment 2, females are distributed proportionately throughout the competency levels in a similar pattern as males. In

fact, 59.4% of females are categorized as competency level 3 or higher as compared to 55.2% of males in those levels.

Finally, ITS offered its ninth year of a Professional Development Program (PDP) for employees from underrepresented groups. The program provides some of the finest Penn State graduates with an opportunity to continue their professional and personal growth with the University and add to the growth of diversity within ITS. This program provides a career position, not a fellowship or assistantship. PDP provides participants with a varied work environments and an opportunity to explore various technologies with different internal ITS units.

Once selected into the Professional Development Program, a 36-month internship offers participants an opportunity to rotate through three progressively higher-level positions of responsibility in ITS. Assignments are available in the general topic areas of library computing, academic computing, administrative computing, and telecommunications and networking. The individuals are taught numerous skills such as programming and analysis for microcomputers and mainframes, microcomputer consulting, proposal writing and evaluation, local area and wide area networking, desktop publishing, and development and presentation of training materials.

After 12 months in the first assignment, participants are transferred to their second 12-month ITS unit assignment. For example, after one year as a microcomputer consultant, an individual might be transferred to a new position as a programmer/analyst in Administrative Information Systems. This reassignment increases the participant's understanding of the mission of ITS as well as the breadth of experience and growth of their competencies level and IT background. After the second year (assuming they maintain expected levels of performance), participants are upgraded to higher a competency level position in yet another ITS organization.

At the conclusion of this 36-month program, participants are well versed in numerous aspects of the University's information technology systems and services and are prepared to assume broader, full-time responsibilities in one of the units of ITS. Participants have a choice of moving directly into a regular, full-time position assigned by the Vice Provost of ITS or competing for other positions within ITS. As participants have gained experience over the last three years, they are well qualified to compete with other University employees for information technology positions throughout the University.

Since its inception, ITS has sponsored five (5) employees in the PDP program.

## **Challenge 5 - Developing a Curriculum that Fosters Intercultural and International Competencies**

As an academic support unit, ITS does not develop curricula; it is not our role. However, we do support the efforts of colleges to develop diversity-enhanced curricula. We license SCOLA to receive and re-transmit television programming from around the world in native languages. SCOLA also provides other language learning content, which brings international languages into the curriculum for faculty who wish to use the resources. ITS also supports all of the modern language programs via ANGEL, computer labs, etc. as well as work with international programs on geo-tagging communications from their students who are studying abroad.

## **Challenge 6 - Diversifying University Leadership and Management**

ITS actively developed the leadership and management skills of employees from underrepresented groups by participating in previously mentioned programs. For example, our Professional Development Program provides staff from underrepresented groups with an opportunity to increase their professional growth in the IT field over a three-year period, ending with a real opportunity for employment.

In addition, the Information Technology Leaders Program (ITLP) has provided women and others in underrepresented categories in ITS with an excellent opportunity for leadership training and is often viewed as a prerequisite for promotion into management. In 2004, the IT Leaders Program was begun as an experiment to identify a national professional development activity that would help to create the future IT leaders at Penn State.

This unique program was taught by a partnership including the former CIO from Massachusetts Institute of Technology and a management training professional from MOR Associates. It blends standard leadership development with an IT emphasis. Topics range from strategic thinking and leadership practices to leading change and delivering results. A significant amount of attention is also placed on personal introspection and individual coaching. ITS employees are selected for the program based on demonstrated and/or potential leadership capabilities. Not all participants are currently in a supervisory or management position.

To date, 136 Penn State employees have completed the course, of which 36 (27%) are female. ITS staff has repeatedly commented that a positive change in the work environment was directly attributable to the IT Leaders Program.

## **Challenge 7 - Coordinating Organizational Change to Support our Diversity Goals**

Since the change in leadership of the Vice Provost and the Associate Vice Provost for Information Technology, ITS has actively sought to redefine its culture and to implement methods to monitor and achieve related climate and diversity goals. Several initiatives

emerged that developed a more systematic approach to changing the organizational processes to foster diversity.

The Vice Provost has identified Four Themes to guide all ITS planning and activities for the next strategic planning period. The Four Themes have been publicized on the ITS intranet and management staff are linking them to related staff goals and performance on the SRDP. The Four Themes are:

- Leverage the strength of being ITS.
- Recognize and affirm that IT at Penn State is larger than ITS, and strengthen our relationships with campuses and colleges.
- Put the core business of Penn State in the center of service design and delivery.
- Develop a culture of collaboration and teamwork.

The Fourth Theme above lays the groundwork for building a more inclusive, collaborative and welcoming climate and will be included in future communications from the Vice Provost's office.

The work with the IT Leaders program (ITLP), described above, created an effective conduit for change throughout the organization. Participants in this program were given a mandate to be leaders and to be intentional in every action they take. Although the program itself did not focus upon diversity or climate, it has created a network of IT professionals both inside and outside of ITS who are currently in management positions or who were identified as having strong leadership potential. This group is one avenue to effect change throughout the IT organization at Penn State. Therefore, they have been identified to play a role in the *2010-15 Framework to Foster Diversity*. Through the IT Penn State LEADER program (IT Connects), an extension of the external program and an internal network of ITLP graduates, fostering diversity is identified as a primary goal. The program will use the following components through which diversity will be incorporated into specific programmatic efforts:

- **L - Learn about PSU - [Breakfast Speaker Series](#)**
- **E - Empower future IT Leaders - [Mentoring/Coaching Program](#)**
- **A - Advance Individual Skills - [MOR Training/Hear from the Experts](#)**
- **D - Develop Professional Networks - [Brown Bag Discussion Series](#)**
- **E - Enable Community Interaction & Leadership - [PSU IT Intranet](#)**
- **R - Recognize Efforts Across IT - [IT Collaboration Award and IT Thankworthy Efforts](#)**

In addition to providing a strong leadership network, MOR associates facilitated a 360-degree evaluation of the Senior Leadership Team members and continues to provide individual coaching sessions to facilitate individual goal achievement. Since ITS senior leadership sets the example, it is critical for this group to embrace and enforce the vision of a welcoming and diverse climate so that the rest of the organization is in alignment.

Other changes in the organization included the assignment of functional responsibility for the Climate and Diversity (C&D) Team to the Senior Leadership Team representative, the Human Resources advisor and the current C&D Team chair and vice chair. This group worked to unite a cohesive team of individuals around specific action items based upon the results from the ITS Climate and Diversity survey, Faculty/Staff survey, and Open Forums for both employees and management staff. This plan will become the basis for the *2010-15 Framework to Foster Diversity*.

Finally, ITS developed a comprehensive talent management strategy for maximizing our staff resources. Talent management includes processes for recruitment, on-boarding, learning and development, performance management, and career and succession planning. As shown in Attachment 3, ITS recognizes that climate and diversity must be integrated into all aspects of staff management, with leadership and management taking a lead role. Preliminary steps to broaden the recruitment efforts have already been described in this report. In addition, an extensive assessment of ITS performance management processes is underway, with a new training program, development of supervisor performance criteria, and inclusion of competencies in assessing performance. Future plans include a comprehensive orientation/on-boarding program for all new ITS employees. This comprehensive strategy will seek to reinforce the ITS Community Principles in all future aspects of staff management and will be addressed in the *2010-15 Framework to Foster Diversity*.

# ATTACHMENTS

# ATTACHMENT 1

**ETHNICITY DATA OFFICE OF EDUCATIONAL EQUITY**

Unit	Class	Grd	Am Ind/ Ala Nat	Blk/ Af Am	As/Pac Am	Hisp	Multicultural Subtotal	White	Totals					
<b>FALL 2008</b>														
ITS		Comp	0.0%	3	0.7%	12	2.7%	3	0.7%	18	4.0%	427	96.0%	445
	STAFF Sbt		0.0%	3	0.6%	12	2.3%	3	0.6%	18	3.4%	514	96.6%	532
Totals			0.0%	3	0.6%	13	2.4%	3	0.6%	19	3.5%	521	96.5%	540

<b>FALL 2005</b>														
ITS		Comp	0.0%	5	1.2%	11	2.7%	3	0.7%	19	4.7%	384	95.3%	403
	STAFF Sbt		0.0%	5	1.0%	11	2.2%	3	0.6%	19	3.9%	474	96.1%	493
Totals			0.0%	5	1.0%	11	2.2%	3	0.6%	19	3.8%	482	96.2%	501

**GENDER DATA - OFFICE OF EDUCATIONAL EQUITY**

Unit	Class	Grd	Female	Male	Totals
<b>FALL 2008</b>					
	STAFF	26-32	2	66.7%	3
		20-25	24	70.6%	34
		11-19	42	84.0%	50
		Comp	123	27.6%	445
	STAFF Sbt		191	35.9%	532
Totals			193	35.7%	540

<b>FALL 2005</b>					
	STAFF	26-32	2	50.0%	4
		20-25	19	65.5%	29
		11-19	48	84.2%	57
		Comp	125	31.0%	403
	STAFF Sbt		194	39.4%	493
Totals			195	38.9%	501

## ATTACHMENT 2

### Enterprise Information System (EIS)

Head Count as values	Male		Female		*Gender
<b>01</b>	20	6.0%	9	6.6%	<b>29</b>
<b>02</b>	129	38.7%	45	33.1%	<b>174</b>
<b>03</b>	131	39.3%	53	39.0%	<b>184</b>
<b>04</b>	48	14.4%	27	19.9%	<b>75</b>
<b>05</b>	5	1.5%	2	1.5%	<b>7</b>
<b>*Level</b>	<b>333</b>		<b>136</b>		<b>469</b>

11/05/09

ATTACHMENT 3

