A Framework to Foster Diversity at Penn State 1998-2003

Information Technology Services

1.1   Questions for Academic Support Units

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

Response

a) *How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?*

Information Technology Services defines diversity as empowering variety within its people including but not limited to multiplicity in gender and sexual orientation, ethnic and socioeconomic origin, and other historically under represented backgrounds. -To that end, we strive to provide an opportunity for all to participate in an environment that is welcoming, supportive, and values all cultures and ideas. This reflects ITS' intent to implement a welcoming work environment. ITS demonstrates a shared and inclusive understanding of diversity by many of the services we provide to the University community. As an academic and administrative support organization, we also assist other units in their related efforts to enhance Penn State's diversity.

For example, we fund and support assistive technology in the ITS computer labs at University Park, provide support for the Office of Disability Services, partner with the Libraries at University Park in the Library Services for Persons with Disabilities lab in the Pattee/Paterno Library, and loan assistive technology to the campuses.   ITS provides amplified handsets, visual indicators for telephony devices, teletypewriter (TTY) devices for communicating alphanumeric information over telephony networks to assist those who are hearing impaired, and emergency phones with raised keypads and single-touch 911 "panic buttons" to assist those who are sight impaired.

Working with the Provost's office, we have funded the acquisition of web-based tutorials on diversity and sexual harassment for inclusion with other self paced course offerings available to the Penn State community.

ITS helps fund special programs for new minority hires, such as the OHR Staff Assistant Training Program for graduating minority high school seniors. This program is held during the summer months.

2003 Final Update

We have continued to support these initiatives throughout this reporting period.

b) How has your unit distributed and discussed information to staff about the University's diversity initiatives?

The Vice Provost has discussed *A Framework to Foster Diversity at Penn State 1998-2003* at his regularly scheduled senior director meetings. We distribute information regarding diversity initiatives to our staff through our organization's web site and via e-mail addressed to all staff members. Some examples of what we distribute are upcoming diversity events such as the Martin Luther King Day activities, Commission for Women banquet, LGBTA banquet, etc. We also use this method to help encourage participation at these events by our employees. An example of the effectiveness of this approach is that ITS had 4 tables at the latest University sponsored event (Women's Commission Banquet). All attendees initiated contact to participate in this event from the e-mail posting.

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We have continued to support these initiatives throughout this reporting period.

The development and implementation of the Penn State Portal enabled us to work with representatives from the Vice Provost for Educational Equity's organization to develop a specific portal channel for publication of University wide diversity issues, announcements, etc. that any University employee can subscribe to and receive the latest diversity related topics and information. We also provide the infrastructure for the diversity newswire, another alternative method for learning about diversity information and issues and assist in ensuring the newswire is functioning properly.

c). Does your unit have a diversity committee? What is its role?

ITS has an active diversity committee that is comprised of a representative cross section of the ITS staff in terms of gender, ethnic background, and sexual orientation. The committee ascertains how the staff regards diversity, communicates and shares ideas with the staff, develops concepts and strategies for improving the work climate within ITS, and assesses their effectiveness. The committee membership is as follows:

ITS Diversity Committee

Committee Member	ITS Organization
Robin Anderson	Office of Vice Provost (past chair of Women's Commission)
Leanne Baughman	Administrative Information Systems
Brian Ladrido	Telecommunications and Networking Services
Sylvia Mackinnon	Digital Library Technologies
Paul Peworchik	Office of Vice Provost
Mary Ramsey	Teaching and Learning with Technology
Cathy Rideout	Administrative Information Systems

Tim Summers	Teaching and Learning with Technology
Susan Taylor	Consulting and Support Services
Susan Shuman	Office of the Vice Provost, Educational Equity
Morris Weinstock-Blair	Academic Services and Emerging Technologies

To assist in this effort to understand the organizational climate, we surveyed the entire ITS staff using the climate survey questionnaire developed by the Office of the Vice Provost for Educational Equity. After a review of the climate survey by the diversity committee, the following items were recommended as strategies to improve the current climate.

> Hold monthly luncheon meetings hosted by the Vice Provost to discuss climate and diversity issues.

> Implement a training survey to ascertain what types of training employees need for career advancement.

> Provide managers and those at the next level below management with the opportunity to develop/learn management techniques to ensure fairness, equity and improved communication within ITS.

The luncheons have been so successful that they will be continued indefinitely. They have stimulated discussion on many topics important to our staff. Discussion topics have included suggestions for improving communications between units and with our customers, job shadowing, new employee orientation programs, constituency group sessions for individuals with like interests and responsibilities, improve opportunities for professional development and personal growth, etc.

2003 Final Update

We have continued to support these initiatives throughout this reporting period.

All the above activities were completed. The Vice Provost continues to hold monthly climate luncheons. Data collected from our employee training survey is being evaluated to determine the best way to provide the most requested training opportunities. We have worked with the Office of Human Resources to reserve training slots to ensure our management staff can attend the Penn State Management Institute and Mastering Supervision programs. Over 72% of our second and third tier management staff have attended these programs.

Challenge 2. Creating a Welcoming Campus Climate

Response

a) How does your unit's leadership demonstrate visible support for diversity?

The ITS management team has taken a number of opportunities to clearly demonstrate visible support for diversity. The luncheons noted above (1c) are one method. Individual unit senior directors have made it clear that respect for individuals is a keystone of ITS' management philosophy. While ITS management has historically been sensitive to these issues, our expanded efforts have resulted in enhancing the broad diversity of our units.

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Some of the individual unit Senior Directors has instituted similar luncheons patterned after the Vice Provost luncheons to continue our efforts to improve communications, and inclusiveness within our individual units. In addition, the Administrative Information Systems (AIS) unit has implemented one-on-one meetings between the unit's Senior Director and randomly chosen staff members to discuss the organization's climate and individual issues that may arise.

How does your unit's leadership demonstrate visible support for diversity?

ITS has just completed an extensive examination of how it should be organized to serve the University's needs. Every person in ITS has been able to participate in discussion meetings about this topic. Senior members of the Vice Provost's office have personally confidentially interviewed nearly 20% of the staff to solicit their ideas. In addition, email comments have been solicited from every staff member. As we have moved to create a new organization, concerns about climate issues have played a key role

ITS is more diverse than the local community of information technology workers from which its members are drawn. For example, 1.8% of the 1997 Centre County Labor force was black or African decent, while 2.1% of the ITS full time employees are. When one looks at the national data 11.3% of the population is of black or African decent while 7.3% of the computer and data processing force is. If the Centre county percentage of the labor force were the same as the national percentage, you would expect only 1.2% or ITS staff to be of black or African descent. It appears that we have successfully recruited folks from this group. Using similar data for women, the ITS percentage is 40.9% with an expected value of 32.2% from the national norms.

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ITS' senior management demonstrates support for diversity in a variety of ways. The Vice Provost climate luncheons, Senior Director climate luncheons, one-on-one meetings with staff and Senior Directors, new employee and longer term employee orientation sessions, Human Resource Representative office hours, reserved tables for staff at the Martin Luther King banquet and Commission for Women award program, mandatory attendance for managers at Mastering Supervision and the Management Institute programs, mandatory attendance at OHR new employee orientation session show the various ways ITS supports diversity.

b) How does your unit identify climate issues?

Climate issues are identified in a variety of ways. The senior directors are sensitive to climate issues as they discuss and implement new initiatives for their individual organizations. These ideas and initiatives are also reported at the senior level management meetings for consideration in other areas of the overall organization. Our diversity committee will continue its review of the issues identified in the climate survey previously distributed to the entire staff. Our plan is to begin implementing programs to resolve issues identified this summer. In addition, any climate issues discussed in the Vice Provost's luncheon meetings are forwarded to the chair of the diversity committee for review and action.

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The organization's climate is always a topic of discussion at the Vice Provost luncheons. E-mail notes are sent to each luncheon attendee thanking them for their participation and their comments for improvement in ITS. Issues that can affect performance, our communication between units, our external services, and communication with ITS employees are discussed at the Senior Director staff meetings and management retreats. Methodologies for change are proposed, developed and implemented. The employee's identity is always protected.

We are in the process of working with the Affirmative Action Office to begin a seminar series for all staff members. Our first topic will be sexual harassment. We will have separate sessions for management and non-management staff members. Additional topics will include diversity in the work place, professional behavior, etc.

Our Human Resource Representative and his staff members hold open office hours on a regularly scheduled basis for employees in buildings that are not conveniently located to his campus office location. These meetings can be confidential in nature and employees bring any of their concerns to his attention as needed.

c) How does your unit respond to climate issues?

The leadership of ITS is committed to investigate and resolve any climate issue raised by an employee in an expeditious manner. While each climate issue is unique and requires special handling, the basic format for response is: The climate issue is identified and reported to the Human Resource Representative (also chair of the diversity committee). This individual monitors and provides guidance for handling the issue by the immediate manager in the area where the issue was identified. Progress and resolution is discussed with the Vice Provost and the resolution is discussed at his staff meeting with the other Senior Directors. We have had only one climate issue raised by an employee in recent years. ITS has a number of employees of Middle Eastern and Southwest Asian origin. Senior management is closely watching the situation following recent events and will act aggressively to forestall any problems that result of actions of a misguided few.

2003 Final Update

Our management staff keeps the Human Resource Representative apprised of any climate issue that needs attention. The Human Resource Representative works directly with the employee and any other University resources that are necessary to resolve the issue in an expeditious fashion.

d) *What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?*

As mentioned above, one of our most successful endeavors was to invite small groups of staff members to luncheons with Vice Provost Augustson. These meetings have provided the staff with the opportunity to discuss issues of importance to them with him in an intimate setting without fear of reprisal. We have randomly selected individuals from all ITS organizations but have organized the groups by various demographics. Groups of individuals have included those from different ethnic background, age, gender, various job responsibilities, grade level, years of service, and whether the position was technical in nature or not.

The Vice Provost has felt that these meetings are so beneficial to maintaining open communications and an equitable work environment that he has committed to continuing them indefinitely. He has recently suggested that his senior directors institute similar meetings with their staff members and some have already done so. We have also held what we term "Office Hours" in a neutral location where staff members could schedule an appointment to discuss issues of concern with a senior member of the Vice Provost's staff.

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As mentioned above, the Senior Directors have implemented a climate luncheon patterned after the Vice Provost's luncheon format unless the work unit is too small. In those cases, individual meetings are scheduled for each staff member with senior management.

Newly hired employees proceed through three mandatory offerings to acclimate them to ITS and the University. They meet with one of the human resource representative's staff members for a one-on-one briefing on University policies and requirements for employment, benefits enrollment, and their unit's organization structure discussions. All new employees are required to attend the OHR University wide orientation program. All new ITS employees for the quarter are then gathered for an ITS orientation session that lasts for one and one half days. They receive briefings and participate in discussions with the Vice Provost and the Senior Directors. We also present informative sessions on organizational objectives, new products, and services that we provide that they may not know about. Our Human Resource Representative explains how diversity issues, sexual harassment issues, FMLA issues and ADA issues are processed. These orientation

e) On a scale of 1 to 10 how do you rate the climate for diversity in your unit at present?

We have rated the climate for diversity in our unit as at least 5 out of 10. While we believe that we have made significant advances with respect to hiring and training minority staff members and are working on programs that will improve our climate, we have not instituted formal training programs to-date. One indication that we are succeeding is that our staff has not made claims to the Affirmative Action Office that have resulted in a change in current hiring or promotional practices and processes.

A representative sample of our female staff in grades 21- 26 has stated that opportunities for advancement are fair.

One strong suggestion from staff for improving the climate for all University employees would be for the University to provide domestic partner benefits.

2003 Final Update

Although we have implemented programs to improve the climate of our organization, we are rather conservative in estimating the rating of our organization's climate. We believe it is somewhere in the middle of the scale (5-7). We will make this a question in the assessment instrument we plan to administer to the staff as part of our new strategic plan.

Challenge 3. Recruiting and Retaining a Diverse Student Body

Response

a) Does your unit contribute to recruiting and retaining a diverse student body? If so, how? And what practices have been most successful?

The Academic Computing Fellows program, supported by ITS, the Graduate School, and the Equal Opportunity Planning Commission (EOPC), has been in existence since 1987. This benchmark program offers promising advanced degree students an opportunity to pursue their information technology related research activities within their field of study. The program provides tuition, stipend, and a departmental grant to be used by the fellows in the pursuit of their research. The program has had 29 participants since 1987. One-half of the participants have been women and 31% have been minorities. This program, which provides a broad exposure to the University research community, academic

administrators, and the information technology expertise within ITS, has been very successful in increasing student satisfaction with their graduate school experience[1].

There are some indications that women and minorities have difficulty obtaining access to information technology. To overcome this potential problem, ITS provides services that help Penn State recruit students from these groups. For example, our Microcomputer Order Center offers students one-on-one consulting services for hardware and software purchases, which are provided at a discount for faculty, staff, and students. The staff at each of the help desks provides one on one consultation for software and hardware problems encountered. Our contracts with Microsoft and other software developers have enabled us to provide the Microsoft suite of software, Eudora and SAS to all students for no additional cost to them. This especially benefits the economically disadvantaged who are on financial aid or other forms of support that would not otherwise be able to purchase such software.

In the past, students with disabilities had a number of barriers to both academic and administrative information. ITS has worked aggressively to remove many of these barriers. For example in our computer labs, we also provide access to computerized information via assistive technology tailored for those individuals with disabilities. Every student at every location has access to this information. This has made it possible for all Penn State students with disabilities to far more easily access needed information. In many cases, they can do so from their residences.

All of these efforts have been successful in helping to provide a more level playing field for Penn State students in the information technology arena.

2003 Final Update

We have continued to support these initiatives throughout this reporting period.

Since the last update, we have provided assistance for two different student organizations with web site space. One student organization supported last year's Martin Luther King celebration and the other organization sponsors a charity for disabled individuals. Both student groups used our assistance to set up their initial web pages and locate a faculty advisor for their web space. They are now well positioned to have this web space on a permanent basis.

We also assisted the Provost's office with the acquisition of a University wide site license for LIFT. This software product helps web page administrators evaluate their units web page compliance with section 508 of the American with Disabilities Act. Section 508 describes web site accommodations that must be in place to provide individuals with disabilities reasonable access to the information presented on the site. In addition, we

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[1] Each year the program participants provide an assessment of their experiences in the program

sponsored and conducted training seminars for the various University departmental web page administrators this software product.

Challenge 4. Recruiting and Retaining a Diverse Workforce

Response

a) How has your unit actively engaged in locating and recruiting staff from underrepresented groups?

ITS uses several different methods to locate and recruit staff from underrepresented groups. We continuously review resumes of minorities provided by the Office of Human Resources, participate in the spousal recruitment program[2], and advertise hard to fill positions through various electronic bulletin services such as IM-diversity and MonsterBoard[3]. We have run a professional development program for underrepresented groups for the past 12 years.

In 1999-2000, we created a recruitment and development program for staff in lower grades (16-18) that were interested in pursuing a career in information technology. Since females traditionally occupy these grade levels (University statistics show that the population of those grade levels is 81% female), this program is effectively focused on groups that are underrepresented in technology occupations.

Through this program, we have successfully recruited five individuals and retained four in technology positions within our organization. We are in the process of repeating this program this year. Additionally, we participate with other University organizations in an annual job fair and support and fund an internship program with the South Hills Business School in the spring of each year. This program focuses on students interested in establishing a career in the IT field.

2003 Final Update

We have continued to support these initiatives throughout this reporting period.

We have run another iteration of the AIS training program for current University employees during this period. We currently have four individual in the program and they are slated to complete the program in June 2004. We have had 13 University employees participate in this program.

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[2] Interestingly, several female faculty have been hired because ITS provided jobs for their male partners.

[3] For a number of years, we advertised in publications specifically oriented to various minority groups. We no longer do so because the yield was very low and less cost effective than our current approaches to increasing the applicant pool with under represented candidates.

Two individuals have completed the PDP program and another started the program in July of 2003.

This past year we participated in the Opportunity Network for Employment Program (O.N.E. Program). This program is specifically designed to help the disabled gain employment. A member of our management staff contacted the University O.N.E. representative to inform her that we wanted to fill a current vacancy with a disabled individual. We announced the full-time vacancy in our Telecommunications and Networking Services (TNS) unit and limited applicants to individuals with disabilities. We have also provided financial assistance to the O.N.E. Program for their motivational speaker series.

b) What recruitment strategies have been most successful?

Our premier program is the ITS Professional Development Program. This program is intended to build IT leaders from new Penn State graduates from underrepresented groups. The purpose of the program is to build a national pool of information technology leaders, particularly African Americans. The program has been in existence since 1989 and has been extremely successful in launching the IT careers of young minority graduates. This program (jointly funded by the President's Opportunity Fund and ITS) is specifically geared to underrepresented groups. We provide a three-year training program[4] that rotates the individuals through mainstream activities in the ITS organization in progressively more responsible assignments. We traditionally have three program participants, one for each year of the program. The skills these individuals learn provide them with the necessary background to be extremely productive employees at Penn State in particular, and in the information technology field in general. At the end of the training program, each participant is guaranteed a standing position within ITS.

Graduates of this program have obtained positions in such areas as product development, consulting, multi-media, database, security, telecommunications, courseware development and campus technology support. To date, seventeen individuals have participated in this three yearlong program, and of those, six have been female. Five individuals that have completed the program are still working within ITS. The other graduates of this program have continued their careers in information technology in the private sector and with other universities.

This program is assessed each year. Each program participant participates in this process. Their individual progress, mentor relationship, technical expertise and team interaction is discussed. Improvements and changes are implemented for the next rotation. Two individuals will complete the program this June.

2003 Final Update

We have continued to support these initiatives throughout this reporting period.

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[4] Participants are fixed term-1 employees in positions funded by the program.

During this period we have had two individuals complete the Professional Development Program. They are now working in Telecommunications and Networking Services and Administrative Information Services. Our Marketing and Communications unit is the sponsoring unit for the individual that began the program in 2003. We are in the process of seeking another individual to begin the program in 2004.

c)   What retention strategies have you implemented in your unit to retain members from underrepresented groups?

Exit interviews have shown that individuals who leave often do so either because of better salaries elsewhere or to relocate to a community that better meets their social needs. Each of these factors is beyond ITS's control. National salary surveys have shown for several years that higher education and central Pennsylvania IT organizations pay below the national market.

We have examined a number of approaches to improving retention of members from underrepresented groups. Some of these have been to recruit more mature individuals as well as those that have ties to the local community. Another example of this approach was our offering of entry level IT positions (which included a year of training) to the grade 15-18 population of current University employees. Those grade levels are 81% female.

2003 Final Update

This year, with the University's offering of an HR-88 appointment, we were able to successfully accommodate several full-time and part-time staff who wanted to take advantage of this opportunity to obtain health benefits, vacation and sick time at the standard University rate. This offering proved to be a great opportunity for female employees that play a major role in their family's economic support. Four female employees and three male employees took advantage of this program.

d)   What retention strategies have been most successful?

In the past few years, we have tried to recruit individuals into our organization and the Professional Development Program who have a tie to the State College community in the hope that there is an additional incentive for them to remain with the University or us. We are still evaluating the effectiveness of this strategy.

2003 Final Update

The retention strategies have remained the same. The individuals that are currently in the program are looking for an alternative to a large metropolitan environment. State College and Penn State provide that alternative.

Challenge 5. Developing a Curriculum that Supports the Goals of our New General Education Plan

Response
a)   Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how? What practices have been most successful?

As an academic support unit, ITS supports colleges and schools at all Penn State locations. In this capacity, ITS actively supports the diversity efforts of the University through curriculum-based activities. This is focused through the Teaching and Learning with Technologies (TLT) unit of ITS. TLT has a plan to develop "course materials" that can be used in every section of Penn State's first-year seminar program, which is available to 13,600 students annually. We will digitize the Beverly Daniel Tatum's[5] presentation at Encampment and then work with faculty to offer teaching materials based on her talk.

In addition, we have recently completed two courseware projects that support diversity. In the first of these projects, "Technology Enhancement of Instruction in Two Less Commonly Taught Languages: Arabic 1, 2, and 3, and Swahili 1, 2, and 3" developed in cooperation with Drs. Thomas Hale and Steven Thorne, TLT support has helped instructors of Arabic and Swahili to move beyond traditional methods of instruction and take advantage of the enormous variety of Arabic and Swahili language material now easily accessible on the Web.

ITS staff worked with instructors to incorporate audio, video, and graphics, using such software as Flash, into contemporary and authentic examples of Arabic and Swahili on-line language materials. These resources and documentation on creating similar resources reside in newly created instructor resource Web sites that will provide new instructors, typically graduate students, an archive of materials to use and to build upon.

In the second project, "Philosophy, Race, and Social Justice"[6] developed in cooperation with Drs. Christine Clark-Evans, Emily Grosholz, and James Stewart, ITS worked with faculty members from Philosophy and African and African American Studies to design a Web-based resource for teachers who want to address questions of philosophy, race, and social justice in their classes, and for students who want to do further research on related topics. This Web site draws on teaching and research resources stemming from two courses taught at Penn State in Fall 1999. Philosophy 103 (Introduction to Ethics) and Philosophy AAAS 497A (African American Philosophy), brought students together to discuss the parallels and differences between the thoughts of Martin Luther King, W. E. B. Du Bois, Nelson Mandela, and Dietrich Bonhoeffer. They discussed how these readings related to current race relations at Penn State. The Web site contains course

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[5] She is the author of _"Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race" (1999).

[6] Information on this project can be found on the Web at
<http://ets.cac.psu.edu/projects/prsj/

materials, such as syllabi, student narratives, with instructor comments, a library of readings with study questions appended, and a series of tutorials for directed study related to these readings.

Finally, our "MELD" proposal to the AT&T Foundation was funded at the $250,000 level. This AT&T funded project will help faculty incorporate diversity into their courses though the use of technology. As part of this project faculty workshops will be developed to help professors explore techniques for creating an open classroom climate, web sites that catalog teacher and student views of classroom experiences for useful feedback will be created, as well as databases of successful diversity-based classroom activities including projects, lessons and research that faculty members can be used in their courses.   The ultimate goal of this project is to use technology to aid students in obtaining a broader world-view. A copy of proposal can be found on our web page. It is located at - http://www.cis.psu.edu/

2003 Final Update

The MELD (Multicultural Enhanced Learning for Diversity) project is currently in the development stages and is proceeding on schedule. The final completion date for this grant is April 2005. We are currently developing intermediate steps for this offering. We have developed a PULSE survey that will be administered to a representative random sample of undergraduates at University Park and at least four non-UP locations. The PULSE survey will help us focus on areas that students find most frustrating and most rewarding. We want to identify pedagogical approaches that have a positive impact on attitudes, including activities outside the classroom. Results from the survey will allow us to provide targeted online resources and live training activities for faculty at all PSU locations, as part of project MELD.

Challenge 6. Diversifying University Leadership and Management

Response

a) How has your unit assisted staff from underrepresented groups in developing leadership and management skills?

ITS has been active in developing the leadership and management skills of underrepresented groups. This has been done mostly in the programs previously mentioned in this report. 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. The primary goal of the program is to help build a national talent pool. Our recruitment and development program for lower graded (grades 15-18) University employees provides individuals who have an interest in technology with an opportunity to enter the IT field and obtain the skills and background necessary to advance into progressively more responsible positions. We have also sponsored one female in the "Leadership Centre County" program. This program's

mission is to bring diverse individuals and groups together for education and networking, develop leadership succession for civic service and create a support network for present and future leaders.

Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals

Response

a) What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. has your unit implemented to ensure the realization of the University's diversity goals?

ITS is completing a careful examination of how it is organized. A key element of this examination has been the realization of the University's diversity goals. Given the complexity of ITS, this organizational change is likely to take a number of years to accomplish. One item that has already come to the surface is the enhanced level of responsibility for some of our staff that the restructuring has caused. Three of these four advancement opportunities that have evolved have been for female employees. We are currently working with the Office of Human Resources to appropriately compensate these employees for their increased responsibilities.

Even in times of declining budgets, we continue to allocate funds and human resources to support mentoring activities, training facilities and program needs for the Academic Computing Fellows Program, Professional Development Program and the Recruitment and Development Program of employees in grades 15-18. We have even agreed to participate in a summer intern program for young minority black technical IT school students. We will provide two students with summer employment with our Lab and Classroom support group where they will learn software and hardware installation skills.

trade school. These interns work with our Classroom and Laboratory Support group to configure and install personal computers in the University Park computer labs. One of the individuals that participated in the first iteration of this program now holds a full time position in our Classroom and Laboratory Support group. To date we have provided an opportunity for four students to participate in this program and will continue our support this summer by providing an opportunity for two more students.

The programs described above provide the opportunity for our staff to interact with individuals from a variety of backgrounds. Our staff act as mentors and share their knowledge of technology with the program participants. These programs help to build relationships that improve our understanding of diversity in ITS. We think these are wonderful opportunities for all parties to grow because of the daily personal contact established by the needs of the work environment.