

APPENDIX A

Questionnaire

Diversity Training Initiatives Survey Instrument

TCRP Project J-7 Synthesis Study Topic SF-8

The following survey instrument has been designed to assess the status of Diversity Initiatives in Transportation Systems across America. For purposes of this survey “Diversity” is being defined in the broadest sense possible to include differences in age, race, gender, physical ability, sexual orientation, religion, socioeconomic class, education, region of origin, language and life differences. Life differences include but are not limited to “position in family, job function, rank within the organization, personal, interpersonal, and organizational characteristics.”

The survey instrument attempts to identify state-of-the-art practices relative to diversity training, initiatives, practices, policies, and objectives. Further it hopes to explore how diversity is valued, measured, and linked strategically to an agency’s business plans while obtaining information on internal and external resources allocated for diversity implementation both funding and people. Last but not least this snapshot of diversity within transportation systems will identify unmet needs and make recommendations for next steps in transportation research. Your cooperation and completion of this survey is critical to this assessment and to the future of research in this important millennium issue. Please check all that apply.

SECTION A: DEFINING DIVERSITY WITHIN THE STRUCTURE OF YOUR ORGANIZATION

1. Is diversity included in any of the following venues in your organization?

☐ Mission Statement, ☐ Goals and Objectives, ☐ Recruitment Plans, ☐ Strategic Plans,
☐ Training Plans, ☐ Organizational policy/procedure, ☐ Executive letters/memos to staff.

2. Is there a formal place in your organization that has oversight for diversity initiatives?

☐ Human Resources, ☐ Employee Relations, ☐ Office of the General Manager/Executive Director,
☐ Training Department, ☐ Office of Affirmative Action, ☐ Legal Department, ☐ Marketing/Advertising,
☐ Diversity Council/Committee/Task Force, ☐ Other, please explain.

3. Where can diversity be found in the hierarchy of your organization?

☐ Executive Level, ☐ Senior Management, ☐ Middle Management, ☐ First Line Supervisors,
☐ Technical Staff, ☐ Professional Staff, ☐ Clerical Staff, ☐ Drivers/Operators, ☐ Mechanics,
☐ Service Personnel, ☐ Client Base, ☐ Transit Ridership, ☐ Language, ☐ Employee demographics
 (age, gender, national origin, race, sexual orientation).

4. Has there been an expressed written commitment to diversity in your organization?

☐ Board of Directors, ☐ CEO/General Manager/Executive Director, ☐ Employee Groups,
☐ Mayor/City Manager, ☐ County Supervisor, ☐ Governor, ☐ Citizens Groups,
☐ Company or Directive, ☐ Employee Handbook, ☐ Company documents with statements of diversity,
☐ Other, please explain.

5. Has your agency been the subject of discrimination complaints?

☐ By employees filing internal complaints, ☐ By employees filing external complaints,
☐ Employee lawsuits, ☐ Employee grievances, ☐ Negotiated employee settlements.

6. How has diversity been reflected in your organization's allocation of resources?

☐ Procurement policies, ☐ DBE Program, ☐ Diversity incentives for targeted recruitment,
☐ Internship programs for minorities/women, ☐ Tuition assistance programs, ☐ Increased levels of staffing,
☐ Funding of a targeted position to manage diversity, ☐ Funding of special educational programs for diversity,
☐ Development of a diversity-training budget, ☐ Other, please explain.

SECTION B: DIVERSITY INITIATIVES IN YOUR ORGANIZATION

1. Does your organization have any diversity initiatives?

☐ Training programs, ☐ Diversity committee/taskforce, ☐ Diversity plan, ☐ Mentoring networks,
☐ Work/life balance program, ☐ Diversity orientation program, ☐ Diversity vision statement,
☐ Core business strategy, ☐ Cross functional teams,
☐ Employee satisfaction survey, ☐ Organizational needs assessment,
☐ Organizational climate survey, ☐ On-line training,
☐ Staff retreats, ☐ Facilitated seminars/workshops,
☐ Employee programs/activities, ☐ Cultural awareness/sensitivity,
☐ Cultural celebration events, ☐ Other, please explain.

2. How are diversity initiatives measured in your organization?

☐ Number of participants enrolled in a specific event, ☐ Individual performance appraisal process,
☐ Reduction in employee complaints, ☐ Reduction in EEOC complaints,
☐ Reduction in instances of employee/management conflict, ☐ Reduction in grievances, ☐ Cost of legal action,
☐ Subjective feedback from employees,
☐ Number of employees trained, ☐ Number of minorities/women in workplace,
☐ Meeting of affirmative action goals, ☐ Meeting DBE goals,
☐ Reduction in employee turnover, ☐ Reduction in charges of discrimination,
☐ Shared business goals between organizational units,
☐ Increased promotions of minorities/women,
☐ Number of facilitated training programs aimed at increasing diversity awareness,
☐ Matching of staff demographics with community demographics,
☐ Establishment of non-tradition networking channels for the promotion of staff diversity,
☐ Cross-functional work teams, ☐ Other, please explain.

SECTION C: HOW DOES YOUR ORGANIZATION MANAGE DIVERSITY?

1. Does your company acknowledge workplace differences in its employee base? If so please explain:

2. How does your company communicate diversity to its employees?

☐ Newsletters, ☐ Pamphlets, ☐ Magazine articles, ☐ In-service training,
☐ Focus groups, ☐ Employee assistance programs, ☐ All hands staff meetings,
☐ New hire orientation, ☐ Video training, ☐ Individual counseling,
☐ Employee participation in seminars,
☐ Employee participation in professional associations such as COMTO,
☐ Employee participation in APTA Conferences,
☐ Employee participation in APTA Committees,
☐ On-site speakers/facilitators,
☐ Employee participation in community focused events/activities.

3. Has your agency developed strategic operational goals to reinforce diversity initiatives?

- ☐ Expanded customer base,
- ☐ Established higher goals for targeted markets,
- ☐ Increased DBE goals,
- ☐ Provided technical training for diverse vendors trying to provide services to the agency,
- ☐ Increased its presence in targeted communities,
- ☐ Increased its attempts to attract a certain demographic group to the agency,
- ☐ Implemented measures to retain certain demographic employee groups,
- ☐ Implemented measures to reduce employee conflict among diverse groups,
- ☐ Implemented policy or procedures to empower diverse groups of employees,
- ☐ Identified communications issues between diverse groups of employees that hamper productivity,
- ☐ Developed strategies to ensure diversity in work teams, task forces, and special project and committee structures,
- ☐ Revised disciplinary procedures to address employee non-responsiveness to mandated diversity initiatives and strategies,
- ☐ Included progress toward diversity initiatives in the performance appraisal process.

SECTION D: ORGANIZATIONAL BARRIERS TO DIVERSITY

1. In your agency are there readily apparent barriers that potentially could harm the implementation of diversity initiatives?

- ☐ Mission statement, ☐ Vision statement, ☐ Informal rules and regulations, ☐ Current policy/procedure,
- ☐ Informal communication networks that are operative within the organizational structure,
- ☐ Executive leadership style, ☐ Expected managerial style for supervisors/managers,
- ☐ Socialization protocol, ☐ Avenues used for promotion, ☐ Avenues used for position reclassification,
- ☐ Methods for rewarding employees, ☐ Methods for terminating employees,
- ☐ Methods used to exclude employees from vital decision-making processes,
- ☐ Methods used for excluding employees from participating in key learning experiences and activities within the organization.

2. In your organization are there readily apparent personal barriers that potentially could harm the implementation of diversity initiatives?

- ☐ Modes of communication, ☐ Sexual orientation, ☐ Age, ☐ Race, ☐ Identity, ☐ Dress,
- ☐ Perceived management style, ☐ Perceived personal style, ☐ Orientation towards time,
- ☐ Perceived socioeconomic class, ☐ Perceived level of education, ☐ Perceived potential for leadership,
- ☐ Appearance, ☐ Perceived community status, ☐ Political orientation, ☐ Religious orientation.

SECTION E: RATING YOUR AGENCY'S EFFORTS TOWARD DIVERSITY INITIATIVES

1. Indicate the approaches your agency has taken toward implementing diversity initiatives.

- ☐ Very aggressive, values diversity and has diversity programs in place
- ☐ Is not currently involved in any diversity initiative
- ☐ Does not value diversity
- ☐ Values diversity but has no formalized programs
- ☐ Diversity is a core value of the agency
- ☐ Diversity is part of an overall strategic plan
- ☐ There has been some diversity training but no coordinated effort
- ☐ My agency has no rationale method for measuring diversity efforts
- ☐ There is no accountability in my agency for diversity
- ☐ Diversity is part of my agency's mission statement
- ☐ There currently exists diversity goals and objectives that must be met by management.

APPENDIX B

List of Responding Transit Agencies

Diversity Training Initiatives

TCRP Project J-7 Synthesis Topic SF-8

Transit System

Alameda–Contra Costa Transit (AC Transit)—Oakland, California
 ATC–Phoenix—Phoenix, Arizona
 Bay Area Rapid Transit (BART)—San Francisco, California
 Greater Cleveland Regional Transit Authority (GCRTA)—Cleveland, Ohio
 Greater Richmond Transit Authority—Richmond, Virginia
 Hillsborough Area Regional Transit Authority (HART)—Tampa, Florida
 Los Angeles County Metropolitan Transit Authority (LACMTA)—Los Angeles, California
 Massachusetts Bay Transit Authority (MBTA)—Boston, Massachusetts
 Mass Transit Administration of Maryland (MDMAT)—Baltimore, Maryland
 Memphis Area Transit Authority (MATA)—Memphis, Tennessee

Metropolitan Transit Authority of Harris County—Houston, Texas
 Metropolitan Transit Authority NY Railroad (MTA/NYRR)—New York, New York
 Pierce Transit—Tacoma, Washington
 Pinellas Suncoast Transit Authority—Clearwater, Florida
 Port Authority of Allegheny County (PAAC)—Pittsburgh, Pennsylvania
 Regional Transportation District—Denver, Colorado
 Sun Tran of Tucson—Tucson, Arizona
 Transit Authority of River City (TARC)—Louisville, Kentucky
 Transportation District Commission of Hampton—Hampton, Virginia
 Tri-County Metropolitan Transportation District (Tri-Met) of Portland—Portland, Oregon
 VIA Transit Authority—San Antonio, Texas
 Washington Metropolitan Area Transit Authority (WMATA)—Washington, D.C.

APPENDIX C

Survey Results

Section A: Defining Diversity Within the Structure of Your Organization Is diversity included in any of the following venues in your organization?

1. Mission Statement:	TARC	Denver	Sun Tran	Phoenix	GCRTA	MBTA	BART	Tri-Met
2. Goals/Objectives:	MATA	HART	TARC	Denver	Sun Tran	WMATA	VIA	PAAC
3. Recruitment Plans:	Houston	Hampton	MBTA	BART	Pierce	Tri-Met	Phoenix	MDMTA
	MATA	HART	TARC	Richmond	Sun Tran	LACMTA	Pierce	Tri-Met
	VIA	GCRTA	PAAC	Denver	Pinellas	BART		
	WMATA							
4. Strategic Plans:	HART	TARC	Denver	MBTA	LACMTA	VIA	AC-Transit	GCRTA
	BART	Tri-Met						
5. Training Plans:	MATA	HART	TARC	Denver	Sun Tran	MDMTA	VIA	AC-Transit
	PAAC	MTA/NYRR	MBTA	Pinellas	BART	Pierce	Tri-Met	WMATA
6. Org. Policy/Procedure:	TARC	Denver	Sun Tran	Phoenix	WMATA	VIA	AC-Transit	MTA/NYRR
	Houston	PAAC	MBTA	BART	Pierce	Tri-Met	HART	
7. Exec. Letter/Memo:	HART	TARC	Denver	Sun Tran	MDMTA	AC-Transit	MBTA	BART
	Tri-Met	WMATA						

Is there a formal place in your organization that has oversight for diversity?

1. Human Resources:	MATA	TARC	Sun Tran	Phoenix	MDMTA	AC-Transit	GCRTA	Houston
	PAAC	Hampton	Pierce	Tri-Met	WMATA			
2. Employee Relations:	Phoenix	AC-Transit						
3. Gen. Mgr./Exec. Director:	HART	TARC	Denver	Richmond	Phoenix	MATA		
4. Training Department:	TARC	Sun Tran	AC-Transit					
5. Affirmative Action Dept.:	MATA	HART	Sun Tran	LACMTA	MDMTA	AC-Transit	GCRTA	PAAC
	Denver	MBTA	WMATA					
6. Legal Department:	Sun Tran	AC-Transit						
7. Diversity Council/Task Force:	MTA/NYRR	WMATA	LACMTA					
8. Other:	WMATA-Office of Labor Relations and Civil Rights, VIA-Diversity and Equal Opportunity Dept. AC-Transit-Procurement and Purchasing, Houston-Eq ual Opportunity Dept. Pinellas Suncoast-EEO Office, BART-Office of Civil Rights.							

Where can diversity be found in the hierarchy of your organization?

1. Executive Level:	HART	Denver	Richmond	Sun Tran	WMATA	MDMTA	AC-Transit	GCRTA
	PAAC	Houston	Hampton	MBTA	BART	Pierce	Tri-Met	

2. Senior Management:	HART VIA Pierce	TARC AC-Transit Tri-Met	Denver PAAC	Richmond Houston	Sun Tran Hampton	Phoenix MBTA	WMATA Pinellas	MDMTA BART
3. Middle Management:	HART AC-Transit Tri-Met	TARC PAAC	Denver Houston	Richmond Hampton	Sun Tran MBTA	Phoenix Pinellas	WMATA BART	MDMTA Pierce
4. First Line Supervisors:	BART	Pierce	Tri-Met	WMATA	HART	TARC	Denver	Richmond
5. Technical Staff	Sun Tran	Phoenix	MDMTA	AC-Transit	PAAC	Houston	WMATA	AC-Transit GCRTA
6. Professional Staff:	HART PAAC	TARC Houston	Denver Hampton	Richmond Pinellas	BART	Pierce	MBTA Tri-Met	GCRTA MDMTA
7. Clerical Staff:	HART Hampton	MBTA	BART	AC-Transit	Tri-Met	WMATA	PAAC	MDMTA
8. Drivers/Operators:	HART PAAC Pinellas	TARC Houston BART	Denver Richmond Pierce	Sun Tran GCRTA Tri-Met	AC-Transit Pierce	MTA/NYRR Tri-Met	PAAC WMATA	Houston AC-Transit MBTA
9. Mechanics:	HART Houston Tri-Met	Denver GCRTA	Sun Tran LACMTA	Phoenix VIA	MDMTA MATA	AC-Transit MBTA	PAAC Pinellas	Hampton BART
10. Service Personnel:	HART PAAC	TARC Houston	Denver	Sun Tran	Phoenix	WMATA	MDMTA	AC-Transit
11. Client Base:	HART	Denver	WMATA	AC-Transit	PAAC			
12. Transit Ridership:	HART	TARC	Denver	WMATA	AC-Transit	GCRTA	PAAC	
13. Language:	HART	Denver	WMATA	MDMTA	AC-Transit	PAAC		
14. Employee Demographics:	HART BART	Denver Pierce	Richmond Tri-Met	WMATA TARC	AC-Transit Phoenix	MTA/NYRR Houston	PAAC	MBTA
Has there been expressed written commitment to diversity in your organization?								
1. Board of Directors:	HART Tri-Met	Denver Houston	WMATA	AC-Transit	PAAC	MBTA	BART	Pierce
2. CEO/Gen. Mgr.:	MATA VIA	Denver PAAC	HART Hampton	TARC MBTA	Sun Tran BART	Phoenix Pierce	WMATA Tri-Met	MDMTA Houston
3. Employee Groups:	Denver	Sun Tran	MDMTA	GCRTA	MBTA	BART		
4. Mayor/City Council	Sun Tran							
5. County Supervisors:								
6. Governor:								

[illegible]

10. Other: MBTA reported a separate department of 23 employees who monitor the Authority's program and who report to the General Manager.

Section B: Diversity Initiatives in Your Organization

Does your organization have any diversity initiatives?

1. Training Programs:	MATA	TARC	HART	Denver	Sun Tran	LACMTA	Phoenix	MBTA
	WMATA	MDMTA	VIA	AC-Transit	MTA/NYRR	PAAC	Houston	Pierce
	Pinellas							
2. Diversity Com./Task Force:	Denver	LACMTA	WMATA	GCRTA	Pierce			
3. Diversity Plan:	Hampton	MBTA	BART	Denver				
4. Mentoring Networks:	HART	TARC	Denver	LACMTA	MDMTA	Tri-Met		
5. Work/Life Balance Prgs.:	Houston	MBTA	WMATA					
6. Diversity Orientation Prgs.:	MDMTA	PAAC	MBTA	Pinellas	WMATA			
7. Diversity Vision Statement:	TARC	Denver	Sun Tran	Phoenix	VIA	BART	Tri-Met	
8. Core Business Strategy:	Denver	MBTA	Tri-Met					
9. Cross Functional Teams:	HART	GCRTA	Houston	WMATA				
10. Employee Satisfaction Survey:	GCRTA							
11. Organ. Needs Assessment:	MATA	WMATA						
12. Organ. Climate Survey:	WMATA							
13. On-Line Training:								
14. Staff Retreats:	LACMTA	MDMTA	MBTA	WMATA				
15. Facilitated Seminars:	HART	LACMTA	WMATA	MDMTA	MBTA	Denver		
16. Employee Prgs./Activities:	HART	Denver	LACMTA	VIA	AC-Transit	MBTA	Pierce	Tri-Met
	WMATA	PAAC						
17. Cult. Awareness/Sensitivity:	TARC	Denver	Sun Tran	MDMTA	VIA	GCRTA	Tri-Met	WMATA
18. Cultural Celebration Events:	Denver	MDMTA	VIA	GCRTA	Houston	MBTA	BART	Pierce
	LACMTA	Phoenix	AC-Transit					

19. Other: VIA has posters signifying each diversity month. They communicate with employees through e-mail about diversity celebration.

How are diversity initiatives measured in your organization?

1. No. of Participants Enrolled:	HART	Denver		GCRTA	MBTA	Tri-Met	WMATA
2. Indiv. Perf. Appraisal Process:	MATA	Denver		TARC	LACMTA	VIA	MBTA
3. Reduction in Empl. Complaints:	HART	Denver		AC-Transit	Houston	MBTA	Pierce
4. Reduction in EEOC Complaints:	HART	Sun Tran		VIA	AC-Transit	GCRTA	PAAC
	MBTA	Pinellas		LACMTA	MBTA	Denver	
5. Reduced Empl./Mgt Conflict:	HART	Sun Tran		Pierce	WMATA	Pierce	WMATA
6. Reduced Grievances:	HART	Denver		LACMTA	MDMTA	MBTA	Pierce
				LACMTA	GCRTA	MBTA	WMATA

PAAC	favorite ethnic dishes to share.
Houston	The goal of the Port Authority of Allegheny County's Affirmative Action plan is to have employees in each department mirror the demographics in the service areas we provide transportation to. Public multi-cultural luncheons are held for each racial/ethnic group during the time those groups are being celebrated nationally. A special luncheon is held during Women's History Month. ADA celebrations are included and we are an active supporter of the Conference of Minority Transportation Officials. Our company acknowledges workplace differences. Yes, and we sponsor diversity campaigns, celebrations, and include diversity in our mission statement. We also engage in diversity training.
Hampton MBTA	
BART	Over two decades ago our union contracts and non-represented employees through their employee handbook recognized the holidays of diverse groups such as Chinese New Year, Cinco de Mayo, and Martin Luther King Day. Employees have five discretionary days to use for these events.
Pierce	Yes in all policies, decisions at the executive level, through staff training programs, reviews, and investigations of complaints.
Tri-Met	Yes, because of our diversity we include regular training on respectful workplace conduct for all new employees. We engage in cross functional decision making to develop solutions.

How does your company communicate diversity to its employees?

1. Newsletters:	MATA Tri-Met	TARC WMATA	Phoenix	VIA	AC-Transit	GORTA	MBTA	Pierce
2. Magazine Articles:	MATA	HART	GCRTA	Tri-Met				
3. Pamphlets:	HART	MBTA	BART	Pierce				
4. In-Service Training:	HART	TARC	Denver	MDMTA	VIA	AC-Transit	MTANYRR	PAAC
	Tri-Met	Houston						MBTA
5. Focus Groups:	LACMTA	MTANYRR	Pierce	WMATA				
6. Empl./Asst./Prgrms.:	Denver	AC-Transit	PAAC	MBTA	WMATA			
7. All Hands Staff Migs.:	Denver	LACMTA	MBTA	WMATA				
8. New Hire Orientation:	MATA	HART	TARC	LACMTA	MDMTA	VIA	AC-Transit	MTANYRR
	PAAC	Houston	MBTA	Pinellas	Pierce	Tri-Met	WMATA	GCRTA
9. Video Training:	MATA	HART	Pierce	WMATA				
10. Indiv. Counseling:	HART	LACMTA	VIA	PAAC	MBTA	Pinellas		
11. Empl. Part. In Seminar:	Pierce	WMATA	Denver	LACMTA	Phoenix	MDMTA	AC-Transit	PAAC
12. Empl. Part. in COMTO:	HART	LACMTA	WMATA	MDMTA	VIA	GCRTA	PAAC	Houston
	Tri-Met							MBTA
13. Empl. Part. In APTA:	MATA	TARC	Richmond	Houston	Phoenix	PAAC	VIA	GCRTA
	MDMTA	LACMTA	Denver	WMATA	AC-Transit	MTANYRR	MBTA	Pierce
	Sun Tran							Tri-Met
14. Empl. Part. APTA Com.	MBTA	PAAC	Tri-Met	WMATA	LACMTA	VIA	GCRTA	Houston

15. On-Site Speaker:	HART GCRTA	TARC	Denver	MBTA	Pinellas	Sun Tran	LACMTA	MDMTA	VIA
16. Empl. Part. Com Event:	HART PAAC	Denver Hampton	Richmond MBTA	LACMTA BART	Phoenix Pierce	WMATA Tri-met	VIA Houston	AC-Transit GCRTA	
Has your agency developed strategic operational goals to reinforce diversity initiatives?									
1. Expand Cust. Base:	MATA	MDMTA	AC-Transit	PAAC	BART	Houston			
2. Goals/Target Markets:	HART	WMATA	VIA	Tri-Met					
3. Increased DBE Goals:	MATA	HART	TARC	LACMTA	VIA	AC-Transit	GCRTA	Tri-Met	MDMTA
4. Tech. Train. Div. Vend.:	Denver	VIA	GCRTA	MBTA	BART	Tri-Met	Houston		
5. Incr. Pres. in Comm.:	MATA	HART	Denver	WMATA	VIA	AC-Transit	PAAC	Houston	Pinellas
	BART	Tri-Met							
6. Attract Demographic:	HART	VIA	AC-Transit	MTA/NYRR	Houston	BART	Tri-Met	WMATA	
7. Retain Demographic:	HART	WMATA	Tri-Met						
8. Reduce Empl. Conflict:	HART	Denver	LACMTA	MTA/NYRR	MDMTA	PAAC	MBTA	Pinellas	Tri-Met
9. Empower Div. Empl.:	HART	Denver							
10. ID Commun. Issues:	TARC	MBTA							
11. Dev. Strat. Diversity:	HART	TARC	LACMTA	GCRTA	PAAC	Houston	Pierce	Tri-Met	
12. Revise Discipl. Proc.:	GCRTA	AC-Transit							
13. Incl. Div. Perf. Eval.:	HART	Denver	LACMTA	WMATA	VIA	Houston	MBTA		

AC-Transit = Alameda-Contra Costa Transit (California); BART = Bay Area Rapid Transit (California); GCRTA = Greater Cleveland Regional Transit Authority (Ohio); HART = Hillsborough Area Regional Transit Authority (Florida); LACMTA = Los Angeles County Metropolitan Transit Authority (California); MATA = Memphis Area Transit Authority (Tennessee); MBTA = Massachusetts Bay Transit Authority; MDMTA = Mass Transit Administration of Maryland; MTA/NYRR = Metropolitan Transit Authority/New York Railroad; PAAC = Port Authority of Allegheny County; Phoenix = Phoenix Transit Authority (Arizona); TARC = Transit Authority of River City (Kentucky); WMATA = Washington Metropolitan Area Transit Authority.

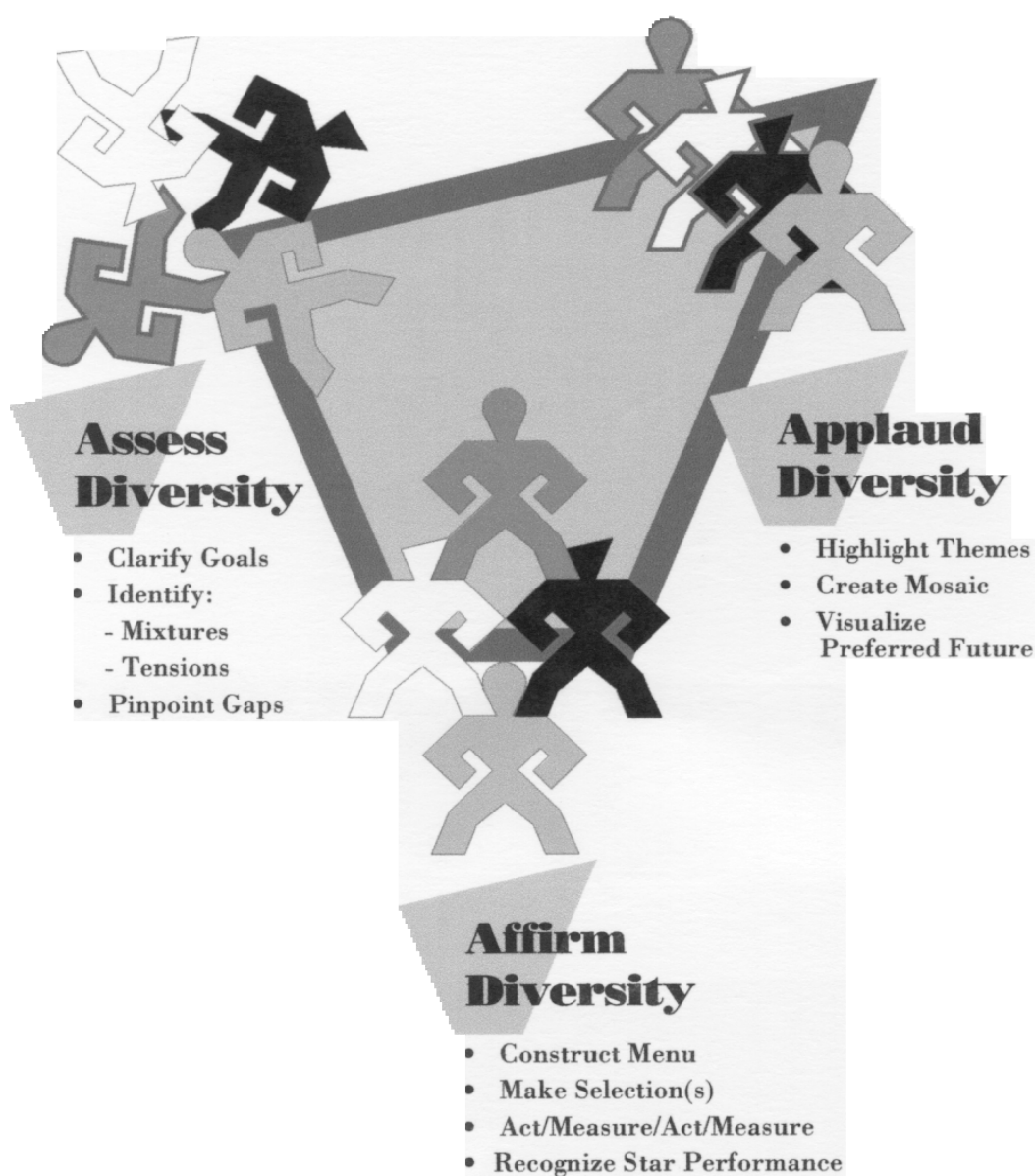
APPENDIX D

Assure Diversity

Assure Diversity © 1992

A High-Performance Change Management Model

McGlothlin Davis, Inc



APPENDIX E

Case Study Questionnaire

DIVERSITY TRAINING INITIATIVES

TYPES OF TRAINING

1. You indicated in your survey that your agency had conducted Diversity Training. How many employees have been trained?
2. What kinds of employees were trained?
3. What was the length of training?
4. Was the training conducted in-house or by a consultant?
5. Do you have samples of the kinds of training conducted?
6. Do you have an outline of the training conducted?
7. Did employees evaluate the training?
8. What kind of evaluation did the training receive?

IMPACT OF THE TRAINING

1. Did your agency design any measurable outcomes for the training?
2. What impact did the training have upon your agency?
3. How was the training program initially introduced to employees?
4. Was the training mandatory or voluntary?
5. Was the training cost effective in your estimation?
6. Will the training be repeated for any other group of employees?

OTHER DIVERSITY INITIATIVES

1. Are you planning any other diversity initiatives for your agency?
2. Do you receive support from your peers in attempting to introduce diversity initiatives?
3. What kind of resistance has your agency experienced when launching diversity initiatives?
4. How have you been able to overcome this resistance?
5. Have employees who have received training experienced any resistance?

RESPONSIBILITY FOR DIVERSITY

1. Is the responsibility for Diversity in the right department in your agency?
2. Does diversity receive the same level of importance as other initiatives in your agency?
3. Are managers afraid to discuss diversity initiatives openly?
4. Is diversity seen as a worthy effort on the part of management?
5. Are diversity efforts viewed as an extension of the civil rights movement in your agency?
6. Is diversity viewed as improving the quality of your workforce and as a catalyst for a better return on your investment in human capital?

APPENDIX F

Approval of Diversity Council

RECOMMENDATION FOR RESTRUCTURING

In November 2000, APTA's Executive Committee approved a twelve-point action plan to accomplish APTA's mainstreaming diversity objectives. One of the twelve actions called for the Diversity Council to review the composition of the Council to determine the proper make-up of the Council due to the planned phase-out of the Minority Affairs Committee (MAC) and Women In Transit Committee (WIT), also called for in the action plan.

The Council's deliberations over the last eleven months focused on what the ideal composition of the Council should be to ensure the participation of a rich variety of cultural backgrounds and viewpoints in carrying out the Council's responsibilities. Members of the Mainstreaming Diversity Task Force participated in all of these deliberations with the Council. The recommendation contained herein balances the desire of greater inclusivity with the need to keep the Council at a workable size. The proposed expanded Council will ensure broader cultural and personal perspectives that emphasizes understanding and preserves valuable differences as the Council meets its stated objectives to:

- assess, evaluate, and recommend changes to APTA's Diversity Plan, policies, and programs; monitor the implementation of, and progress on the Diversity Plan;
- monitor and evaluate APTA activities and programs to ensure that diversity policies are supported and implemented throughout the Association;
- provide recommendations on diversity concerns or issues raised in APTA or in the transit industry; and
- provide an annual report on the Diversity Plan to the APTA Board of Directors at its Annual Meeting.

Following is the APTA Diversity Council Restructuring Proposal unanimously approved on May 6, 2001, with the concurrence of the Mainstreaming Diversity Task Force members also in attendance at the May 6 meeting.

APTA DIVERSITY COUNCIL RESTRUCTURING PROPOSAL

The Diversity Council, effective November 1, 2001, will include nine (9) Designated Positions and eight (8) Appointee Positions. In addition, during the first transition year of the new Council, the Immediate Past Chairs of the WIT and MAC Committees will serve for one (1) year, with the option to be reappointed by the APTA Chair for one (1) additional year.

Designated positions include:

- APTA First Vice Chair
- APTA Vice Chair—Human Resources
- APTA Immediate Past Chair
- Chair, Human Resources Committee
- Chair, Procurement and Materials Management Committee
- Chair, Access Committee
- Chair, Policy and Planning Committee
- Chair, Legislative Committee
- Chair, Business Member Board of Governors (BMBG)

Appointed positions include:

- Conference of Minority Transportation Officials (COMTO) representative (appointed by COMTO)
- Womens Transportation Seminar (WTS) representative (appointed by WTS)
- Transit Board Member (appointed by Vice Chair—Transit Board Members)
- Business Member (appointed by Chair, BMBG)
- Leadership APTA Graduate (annually chosen from most recent graduating class)
- Disabled Community Member (public or private APTA member)
- At-Large Position [two (2) year term]
- At-Large Position [three (3) year term]
- Immediate Past Chair—WIT Committee
- Immediate Past Chair—MAC Committee

The APTA First Vice Chair shall serve as the Diversity Council Chair. Appointee positions, unless otherwise noted, will be appointed by the APTA Chair. Designee members shall be limited in term by the very nature of the position in which they are serving. APTA appointed members shall be limited to one (1) term of three (3) years, with the exception of one of the At-Large positions, which shall be a two (2) year term, and the Leadership APTA Graduate, which shall be chosen annually from the most recent graduating class. Initially, members appointed by the APTA Chair will be staggered with some serving a two (2) year term and some a three (3) year term.

RECOMMENDATION

That the APTA Board of Directors approve the APTA Diversity Council Restructuring Proposal as presented by the APTA Diversity Council, effective November 1, 2001.

APPENDIX G

ADAPOC (Appreciating Differences Among People or Cultures) Cultural Diversity Council

VISION AND INTRODUCTION

The District Seven Office of Equal Employment Opportunity envisions creating a superior value for its internal and external customers through diversity that counts and information system of work performance. To meet this challenge, we must continue to promote a work environment that affords all employees the opportunity to develop their full potential and contribute in a meaningful manner to the District Seven's organizational goals and objectives. Our vision is to continue to do more than simply adhere to legal requirements, laws, and directives regarding equal employment opportunity. Rather, individual contributions to the mission must continue to be regularly sought, appreciated, understood and valued without regard to race, color, creed, ethnicity, gender, age, religion, physical ability, handicap, disability, and veterans status of an individual. Differences like education, personality, military service, work styles, and cultural background will not limit our efforts to develop innovative solutions to complex District Seven mission problems. Our continuing challenge is to embrace our diversity and to channel the strengths inherent in our differences to achieve a common commitment to excellence.

MISSION

The mission of the ADAPOC Cultural Diversity Council is designed to help identify ways to improve the understanding and appreciating the differences among people (internal and external workers of District Seven) or cultures of District Seven. These positive improvements will seek to enhance the policies, practices and systems that comprise the Department of Transportation and District Seven culture. District Seven's ADAPOC Cultural Diversity Council is intended to be a dynamic and evolving operation.

GOALS AND OBJECTIVES

Goal 1

Maintain and enhance a diverse work force representative of District Seven demographics with all requisite skills to meet the District Seven mission.

Objectives:

- Emphasize career development opportunities for qualified women, minorities, and persons with disabilities for a duration necessary to remedy existing underrepresentation.
- Strive to maintain diversity balance during possible downsizing, organizational restructuring, and cross training.
- Adopt innovative recruitment methodologies to identify, attract, and hire women, minorities, and persons with disabilities who are highly skilled in the Department of Transportation's critical disciplines.
- Sustain, within anticipated strength reduction, targeted hiring of highly skilled women, minorities, and persons with disabilities who are highly skilled in the Department of Transportation's critical disciplines.
- Enhance the reliability of and expand access to databases and analytic techniques needed to measure and assess the Department of Transportation demographics.

Note:

Women, minorities and persons with disabilities are represented in most, but not all job category positions in percentages equal to their percentage representation in District Seven work force. The intent of Goal 1 of the ADAPOC Cultural Diversity Council is to remedy historic misunderstandings of demographic imbalances in accordance with equal employment opportunity and affirmative action guidelines. So, the implementation of Goal 1 requires that the ADAPOC Cultural Diversity Council review empirical analysis of historical and current demographic data on promotion, training and other development opportunities. A new objective under Goal 1 is focused on improving database access and adopting more sophisticated analytic tools for collecting data to assist the ADAPOC Cultural Diversity Council membership in assessing the extent of any demographic imbalances that may exist.

Goal 2

A work environment that values the unique contribution of each District Seven employee.

Objectives:

- Create a program designed to help employees understand, appreciate, respect and value each other's differences.
- Promote innovative programs to reward workers and managers who demonstrate outstanding commitment to achieving goals of the ADAPOC Cultural Diversity Council.
- Educate work force on reasonable accommodation for workers with disabilities.
- The ADAPOC Cultural Diversity Council of District Seven will assist District Seven employees in understanding the concerns of the work force and in identifying ways to foster acceptance, tolerance and an appreciating/understanding. This relationship is expected to continue well into the 21st century.

Goal 3

Work for equity in all District Seven Human Resources systems processes, practices, and standards.

Objectives:

- Ensure equity and consistency in all adjudication processes affecting employment and in all promotion, award, training, assignment, and career development processes.
- Identify and remove any real or perceived systemic barriers affecting women, minorities, and persons with disabilities in the adjudication processes affecting employment and in all promotion, award training, assignment, and career development.
- Refine and emphasize District Seven complaint process to ensure full compliance with all regulatory requirements and to enhance worker awareness and understanding of their rights.
- The focus of Goal 3 is on support and examination of various systems, processes, practices, and standards to ensure they are equitable, fair, and consistent for all workers.

APPENDIX H

Chicago Transit Authority Diversity Training Module Description



MEMORANDUM

TO: Gwynn Simpson, General Manager
Administration and Finance
Phoenix Transit Authority

FROM: Pamela J. Beavers, General Manager
DBE/EEO Programs/ Contract Compliance

RE: Training Data Request

DATE: June 28, 2002

The following is the information requested on the Affirmative Action Units' Cultural Diversity training curriculum.

CULTURAL DIVERSITY TRAINING DESCRIPTION OF MODULES

Module I - Intercultural Perceptions

Purpose:

To gain an understanding about how our culture affects the way we perceive others who are different from us, and influences our interaction with them.

Objectives:

Becoming aware of how our values, opinions and beliefs affect how we perceive others.

Recognizing possible problems in giving and receiving feedback due to the influence of cultural differences.

Learning how to effectively give performance feedback to a culturally diverse work group.

Module II - Subtle Stereotypes

Purpose:

To explore stereotypical thinking and how it interferes with accurate perceptions about people who are different, and how it can lead to subtle discrimination.

Objectives:

Gaining an understanding about why we make generalizations about people.

Identifying and acknowledging subtle stereotyping.

Learning how to deal with the issue of subtle stereotyping while maintaining good working relationships.

Module III - Gender Stereotypes

Purpose:

To become aware of how gender stereotypes are a product of our upbringing and can affect decision-making, and are sometimes the root of sexual harassment in the workplace.

Objectives:

Accepting gender as a cultural difference.

Recognizing how stereotypes about women cloud professional judgment.

Learning how to get beyond gender stereotypes in a non-confrontational and respectful manner.

Module IV - Ethnic Identity and Organizational Culture

Purpose:

To become aware of organizational culture and its affect on employees, and to understand how ethnic or cultural identity can sometimes clash with organizational values and unwritten rules.

Objectives:

Understanding the overall meaning of organizational culture and how it is developed.

Recognizing problems that arise if *unwritten rules* about *organizational culture* clash with employees' expressions of racial or ethnic identity.

Learning how to counsel employees whose personal expressions of racial or ethnic identity conflicts with the organization's current *unwritten rules*.

Module V - Cultural In-Groups and Out-Groups

Purpose:

To understand the nature of groups at work, and discover what a manager might do if people appear to be excluded from groups because of cultural, racial or ethnic differences.

Objectives:

Recognizing how informal groups at work may exclude individuals because of cultural or ethnic differences.

Understanding how productivity and job satisfaction are connected to shared group identities at work.

Learning how to use coaching and team-building skills to assist excluded individuals and group members in overcoming the problem.

Module VI - Intercultural Conflict

Purpose:

To understand how conflict on the job can be rooted in the cultural differences of employees, and to learn how to help employees see and respect their cultural differences.

Objectives:

Recognizing when cultural factors are at the root of conflict in the workplace.

Resolving conflicts when ethnic or cultural differences are a central issue.

Developing interpersonal skills in order to deal successfully with conflicts between employees.

Module VII - Culture and Gender Stereotypes

Purpose:

To explore what we feel and think about how men and women should act at work and how we are deeply influenced by our family and cultural background.

Objectives:

Becoming aware of and admitting one's own stereotypes.

Recognizing how culturally determined stereotypes about women interfere with workplace relationships.

Learning how to counsel employees to get beyond stereotypes in a non-confrontational and respectful way.

Module VIII - Communications Barriers

Purpose:

To explore culture and its impact on communicating and listening in the workplace.

Objectives:

Understanding that when people speak different dialects, or have different accents or native languages, misunderstandings can occur.

Recognizing how language barriers influence workplace relationships and productivity.

Learning how to counsel employees to reduce language barriers with two-way communication and listening skills.

On Common Ground

The purpose of this training program is to learn the importance of respecting others at work, and to understand why getting along with co-workers and colleagues is critical to accomplishing the ultimate goal of equal employment opportunity.

Objectives:

To explore stereotypical thinking and prejudice and how they effect our perceptions about people who are different from us.

To become aware of the effect of harassing behavior in the workplace and the consequences of such behavior at work.

To understand the nature of work groups, and to explore group cohesiveness.

If you have any additional questions, please contact me at (312) 664-7200 ext. 3525.

APPENDIX I

Kaiser Diversity Training Outline

MODULE 1: Introduction to Diversity Management—½ day

Introduces diversity management as a business imperative. Through paired and small group activities, participants explore the primary dimensions of the language of diversity, _____'s diverse fabric and how equal employment and affirmative action compare with diversity management.

Agenda

- Overview of Diversity Training Series
- Diversity Management: The Corporate Challenge
- Primary Dimensions of Diversity
- The Diverse Fabric of _____: Employees and Customers
- Comparison of Diversity Management and Affirmative Action/EEO

MODULE 2: Developing a Culturally Competent Management Team at _____—½ day

Focuses on helping participants examine their own uniqueness and values as a first step in working through biases, stereotypes and assumptions about others. Individual self-analysis, facilitated discussions and analysis of videotaped vignettes help participants move toward awareness and knowledge of others. Guided imagery, role plays and small group problem solving allow participants to gain clarity on the negative impact of various -ism's: sexism, racism, ageism, homophobia, etc., on work team productivity, financial resources and corporate image.

Agenda

- Diversity Management and High Performance Work Teams
- Stages of Developing Cultural Competence
- The Target/Non-Target Experience in Diversity Management
- How Stereotypes Stunt Growth Toward Cultural Competence and Employee Performance

MODULE 3: Strategies and Skills for Maximizing _____'s Diverse People Strength—1 day

This one-day session builds on awareness and knowledge, gained in the first two modules, through a series of skill development activities. Using a work team format, participants analyze and develop solutions/strategies for addressing “real-life” work situations. Each participant leaves the session with a specific plan of action for diversity management that is linked to priorities of their work unit and, if feasible, to organizational priorities.

Agenda

- The Range of Diversity Management Approaches
- Communication Skills for the Culturally Competent Manager/Supervisor
- Performance Management of Culturally Competent Care Providers
- Skill Practice for Managing Specific Diversity Challenges
- Tools for Reinforcing Diversity Management Skills

APPENDIX J

Port Authority of Allegheny County Training Agenda



Building Skills For the Workplace

Introduction

AGENDA

- **Introduction**
Port Authority Mission, Vision, Philosophy Statement
and Policies
Objectives
- **Valuing Diversity**
Types of Diversity
Diversity Awareness
Inclusion Exercise
- **Identifying Illegal Discrimination**
Knowing the Law
Gender, Race and Religious Discrimination
Recognizing the Law Exercise
- **Preventing Sexual Harassment**
Port Authority's Golden Rules
Leadership Behavior
Preventing Sexual Harassment Case Studies
- **ADA/ADEA Policy and Guidelines**
Reasonable Accommodations
Essential/Non Essential Job Functions
HIV/AIDS Disability Law
ADEA Case Study
- **Retaliation Discrimination**
A Protected Activity
- **Confidential Reporting System**
Investigative Guidelines
Documentation Exercise
- **Action Plan and Commitment**
Phase III Package



Building Skills For the Workplace

Introduction

Our Mission

To deliver outstanding transportation services which
Connect People to Life

We will fulfill this mission by:

- ♦ Continually improving our services to meet the evolving needs of our customers
- ♦ Contributing to the economic vitality and quality of life of our community and our region

Our Vision

To become
**America's Premier
Public Transportation Company**

This means that:

- ♦ We strive for excellence
- ♦ We exceed customer expectations
- ♦ Our employees are proud to be working for us
- ♦ We are innovative
- ♦ The public perceives us as a winner
- ♦ We are recognized and emulated in our industry



Building Skills For the Workplace

Introduction

HUMAN RESOURCES Office of Equal Opportunity

It is the policy of Port Authority of Allegheny County to strive to maintain a work environment free from illegal discrimination. Port Authority stands committed to providing all employees equal opportunity without regard to race, color, religion, gender, national origin or ancestry, age, and non-job related disabilities regarding any area of the employment process:

- Hiring
- Recruitment
- Compensation
- Transfer
- Termination
- General treatment during employment
- Promotion
- Layoffs
- Placement
- Training
- Benefits

The Office of Equal Opportunity (OEO) has been empowered by the Chief Executive Officer to investigate compliance of impermissible discrimination in employment related matters.

Additionally, any employee may address questions and/or complaints to their AGM or other management personnel within the department in which such actions are alleged to be occurring. In such cases, the management person should immediately contact the OEO department for consultation.

When working with employees, it is important to always treat them with respect and care. This is as important to their success as it is to yours. As a manager/supervisor of employees, you need to fully understand what Port Authority expects from you and the employees in your department. Once you understand those expectations, you must clearly and specifically communicate that information to your employees. If this occurs, you can expect--and deserve--to get consistently excellent work and behavior from your employees. But problems always occur, and you will undoubtedly need to attend to a few problem employees during your tenure as manager. When this happens, we feel confident the skills you receive from this session will help you provide consistently excellent direction for your employees.

APPENDIX K

RTD Diversity Training Synopsis



Succeeding in a Diverse, Respectful and Harassment-Free Workplace©

Operations Division Manager and Supervisor Training



June 2002

Facilitated by Mary J. Davis, PhD



Succeeding in a Diverse, Respectful and Harassment-Free Workplace©

A three-module training program

Upon completion of Module 1 participants will have:

- ◆ An awareness of the growing diversity in the Denver Metropolitan Area.
- ◆ An understanding of the term “diversity” and language that is used to describe diversity in the workplace.
- ◆ Explored how “isms” related to race, sex, national origin, religion, and age can rob RTD of quality customer service and workplace relationships.
- ◆ Gained new insight on how to communicate effectively with others whose culture—and in some cases, language—is different from yours.

Upon completion of Module 2 participants will have:

- ◆ Reviewed the legal requirements for a workplace free of sexual harassment.
- ◆ Knowledge of how to avoid and respond to sexual harassment in the workplace.

Upon completion of Module 3 participants will have:

- ◆ *Knowledge of what constitutes a civil, respectful workplace.*
- ◆ *Explored how your own behavior and those of coworkers contribute to civility or incivility in the workplace.*

Practiced using guidelines for giving and receiving respect and handling disagreements without being disagreeable.

APPENDIX L

Pierce Transit Diversity Program—Sample



Building on Diversity



Objectives and Benefits

Objectives

Through Human Relations Training participants learn ways to:

Promote understanding

- Discover ways words have power and meaning
- Learn specific problem-solving techniques that:
 - relate how basic misunderstanding of another person's world view leads to propagation of stereotypes
 - analyze the hidden intent in words and actions
 - help think through a basic plan of action
 - evaluate resolution strategies

Provide tools, skills and resources

- Learn more about the changing work force and future direction of Pierce Transit
- Clarify the legal definitions of discrimination, racial and sexual harassment, and determine the legal consequences of a situation
- Learn specific interpersonal communication skills
 - listening for understanding
 - questioning for information and clarification
 - problem solving

Benefits of Diversity Training

Through Diversity Training participants learn how to:

- Handle tough questions
- Deal more effectively with prejudice
- Interact more skillfully with people

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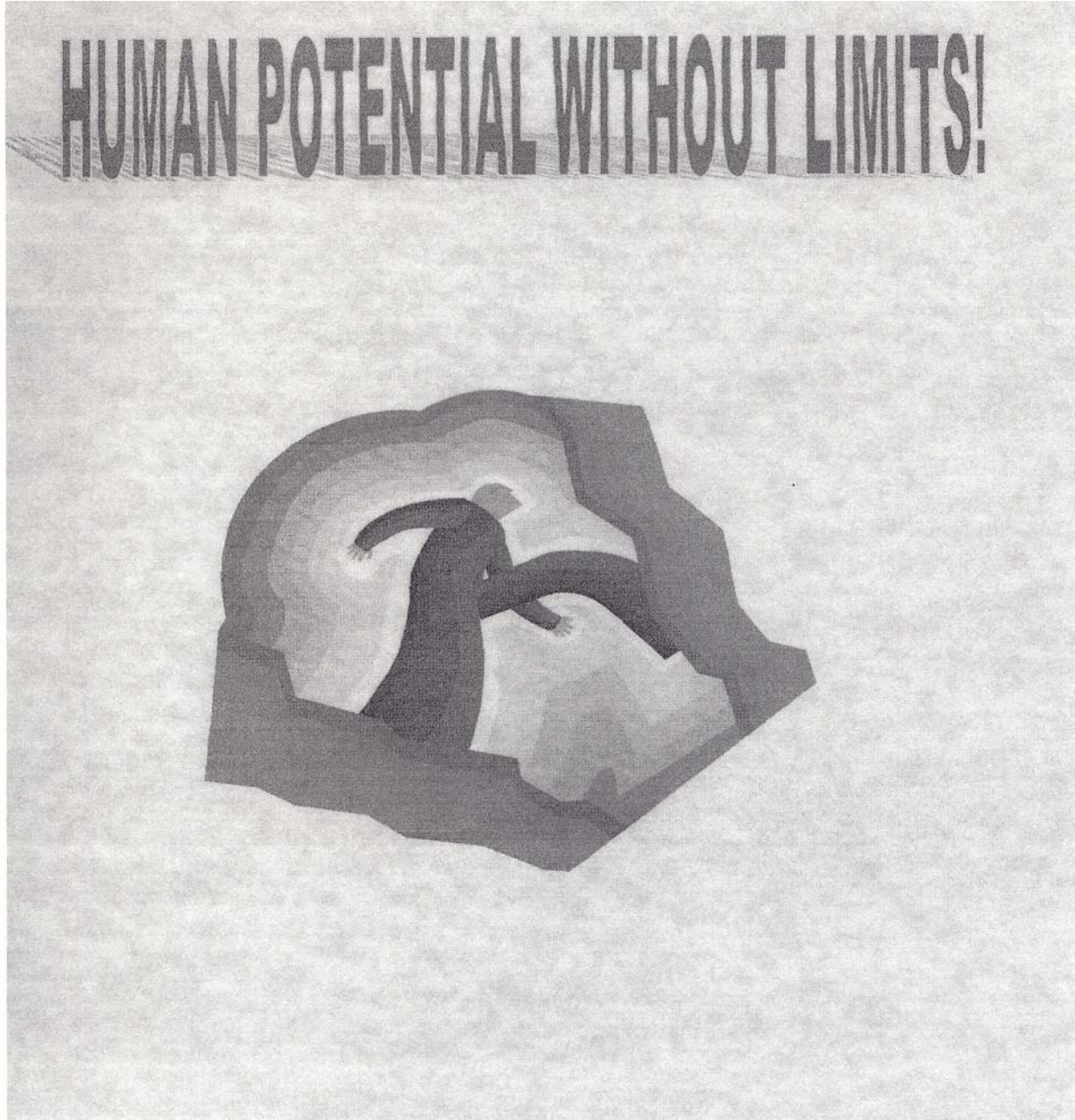
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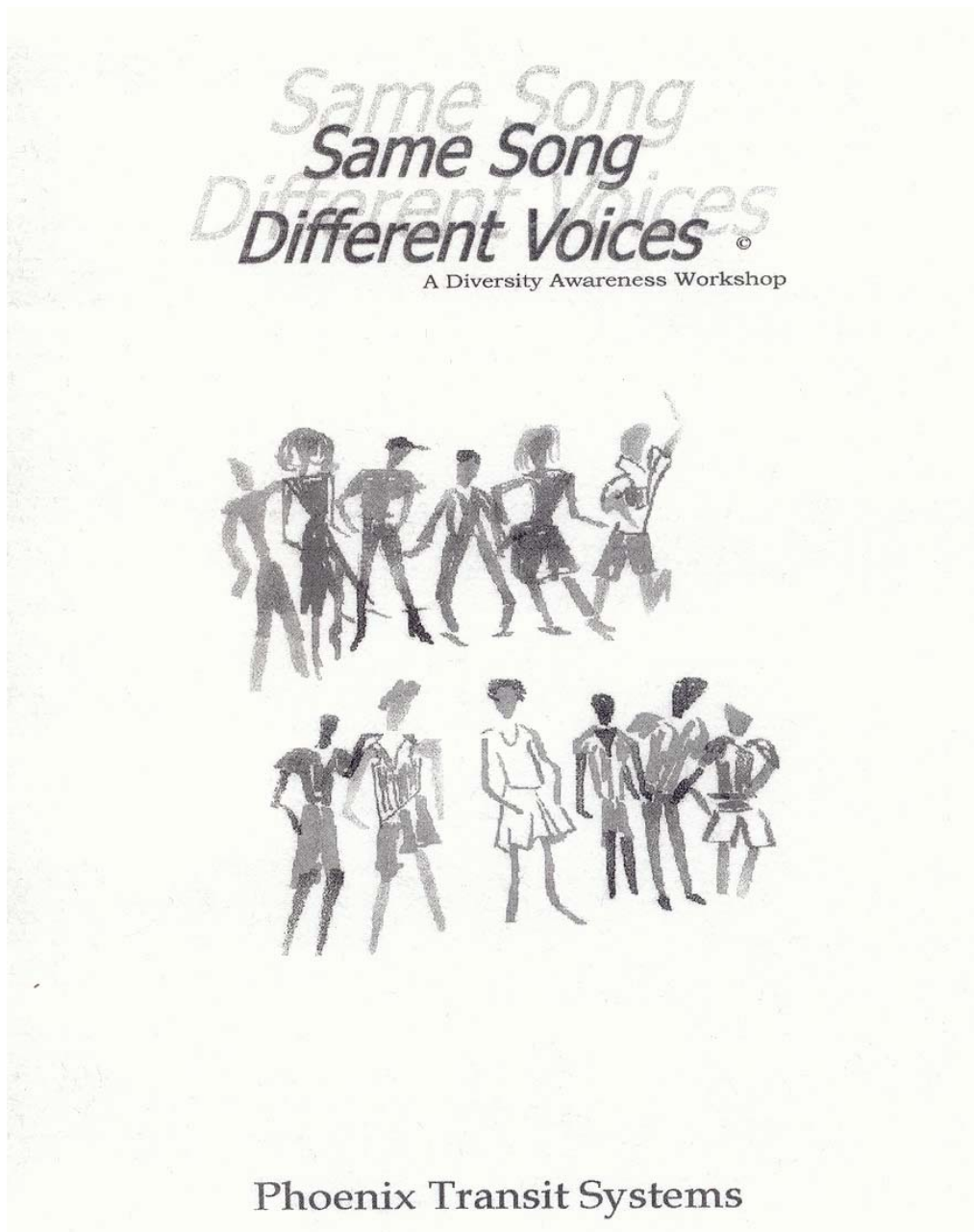
Notes

APPENDIX M

ATC Phoenix—Diversity Training Samples



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WORKSHOP INTRODUCTION

Welcome!

This workshop will give you the opportunity to meet others and learn a little bit about them. You will learn even more by participating in various exercises with a partner or small group of people. It will be especially helpful if your partner or members of your small group come from different cultures and backgrounds.

In the global reality of today, cultural groups can no longer remain isolated in time, space or geography. Social, political, economic and environmental conditions are forcing those of us with cultural differences to interact, live and work together. Today, we will explore some of those person-to-person and intergroup issues you may be faced with daily in your workplace.

We sometimes find it difficult to work with people who look, believe or act differently from us. We don't know what to say, think, do or expect. We may also feel inhibited and self-conscious. Learning about the specific values, etiquette, needs and attitudes of diverse coworkers can help us relate to them in a positive way. So, for today...

PREPARE TO LEARN! PREPARE TO TEACH!

Getting The Most From This Workshop

Training is only as good as the plan you have for implementing it. Here are three ideas you can use now, during and after the workshop to help you turn those newfound ideas into action.



Set Goals

Think about the behaviors that are important to you. Non-intimidating relationships with coworkers, or perhaps, respect for your space etc. What would you like to gain from this training opportunity?



Ask, "How does this apply to me?"

Take notes and make them personal. Ask yourself, "Do I demonstrate appropriate behaviors at all times?"

Be Receptive

This workshop is intended to provide you with information to assist you in improving relationships with coworkers of different backgrounds and cultures. Through the use of self-scoring profiles, you may also discover opportunities for self-improvement. Remember...



a relaxed and refreshed mind
can be open to inspiration and recharging.

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The preceding show the covers of two diversity training programs, "Human Potential Without Limits" and "Same Song Different Voices," both developed by Cynthia D. Hammond.

THE NATIONAL ACADEMIES

Advisers to the Nation on Science, Engineering, and Medicine

The **National Academy of Sciences** is a private, nonprofit, self-perpetuating society of distinguished scholars engaged in scientific and engineering research, dedicated to the furtherance of science and technology and to their use for the general welfare. On the authority of the charter granted to it by the Congress in 1863, the Academy has a mandate that requires it to advise the federal government on scientific and technical matters. Dr. Bruce M. Alberts is president of the National Academy of Sciences.

The **National Academy of Engineering** was established in 1964, under the charter of the National Academy of Sciences, as a parallel organization of outstanding engineers. It is autonomous in its administration and in the selection of its members, sharing with the National Academy of Sciences the responsibility for advising the federal government. The National Academy of Engineering also sponsors engineering programs aimed at meeting national needs, encourages education and research, and recognizes the superior achievements of engineers. Dr. William A. Wulf is president of the National Academy of Engineering.

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The **Transportation Research Board** is a division of the National Research Council, which serves the National Academy of Sciences and the National Academy of Engineering. The Board's mission is to promote innovation and progress in transportation by stimulating and conducting research, facilitating the dissemination of information, and encouraging the implementation of research results. The Board's varied activities annually engage more than 4,000 engineers, scientists, and other transportation researchers and practitioners from the public and private sectors and academia, all of whom contribute their expertise in the public interest. The program is supported by state transportation departments, federal agencies including the component administrations of the U.S. Department of Transportation, and other organizations and individuals interested in the development of transportation. **www.TRB.org**

www.national-academies.org