

Public notice was given to *The Register-Guard* for publication on April 4, 2008.

**LANE TRANSIT DISTRICT  
BOARD OF DIRECTORS  
HUMAN RESOURCES COMMITTEE**

**April 8, 2008  
4 p.m.**

**LTD CONFERENCE ROOM  
3500 E. 17<sup>th</sup> Avenue, Eugene  
(off Glenwood Blvd.)**

*Public testimony will not be heard at this meeting*

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**AGENDA**

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- |       |   |    |
|-------|---|----|
| I.    | CALL TO ORDER                                   |    |
| II.   | ROLL CALL                                       |    |
| III.  | Gaydos (Chair) _____ Dubick _____ Eyster _____  |    |
| IV.   | APPROVAL OF MINUTES (March 19, 2008)            | 02 |
| V.    | ADMINISTRATIVE SALARY COMPENSATION PLAN         | 05 |
| VI.   | HR PLAN UPDATE ( <i>LOOKING TO THE FUTURE</i> ) | 07 |
| VII.  | DIVERSITY PLAN UPDATE                           | 11 |
| VIII. | NEXT MEETING                                    |    |
| IX.   | ADJOURNMENT                                     |    |

## BOARD HUMAN RESOURCES COMMITTEE AGENDA ITEM SUMMARY

**DATE OF MEETING:** April 8, 2008

Deleted: March 19

**ITEM TITLE:** ADMINISTRATIVE SALARY COMPENSATION PLAN

**PREPARED BY:** Mary Adams, Director of Human Resources and Risk Management

Deleted: **ITEM TITLE:** HEALTH REIMBURSEMENT ACCOUNTS¶

**ACTION REQUESTED:** The intent of this discussion is for staff to receive guidance regarding whether to proceed with a salary compensation study for administrative employees.

**BACKGROUND:** In 1997, Lane Transit District hired Moss Adams to design a salary compensation plan for all non-represented employees. A market-based study was done, from which a salary structure using 20 salary ranges was developed. All LTD administrative positions other than general manager and assistant general manager were placed in this structure. This structure was modified in 2000 and 2001 to accommodate a change in compensation philosophy by the incoming general manager.

Deleted: **ACTION REQUESTED:** - This is an informational discussion to determine whether to place a cap on the total balance of individual Health Reimbursement Accounts.¶

Deleted: 2004

Deleted: modified its health care model

Deleted: administrative and

This salary structure, as modified, has remained in place since 1997. Since then the District has adjusted positions within the salary structure annually, based on specific criteria mostly related to job redesign. As time progresses, these small adjustments can create imbalance. At some point it becomes prudent to perform a full review of all positions to "reset" the salary structure to reflect both current job duties and the current labor market. This process is often done every ten years, but can also be done based on other factors such as major shifts in specific job markets.

There are advantages and disadvantages to conducting a full compensation study. Advantages include:

1. Ensures that the District is paying at the desired level compared with the job market.
2. Allows the District to recruit and hire employees with the skills needed for all positions.
3. Ensures that the relative salaries of all staff are consistent with their job skills and current market trends.

Deleted: - For administrative employees, an individual Health Reimbursement Account (HRA) was set up. An HRA allows an employer to make tax-deferred contributions toward an individual's health savings account. The employee may draw money out of the account for reimbursement of health-related costs based on a list of expenses approved by the IRS. The most significant benefits to these plans are that they are tax deferred, and that the balances "roll over" into future years. Because an employee can take the balance into retirement, there is an incentive to accumulate money in the balance rather than spend it, ultimately reducing the total cost of health care. ¶

Disadvantages to conducting a full compensation study include:

1. The cost of conducting the study.
2. The cost of implementing the results of the study.
3. The disruption and potential morale impacts of the study.
4. Public perception that as a public entity, LTD is not subject to market constraints on salaries, particularly if we are in a period of service reductions due to loss of revenues.

Other factors need to be considered, such as the timing of the study and the impact of the economy on the job market being used in the comparison. For instance, if the local job market is currently depressed due to the economy, local job market analysis may reflect lower salaries at this particular moment in time.

Compensation studies may be conducted in several ways. A comprehensive study of internal and external comparisons for all positions is an option employers often choose when developing the initial salary structure. Employers may also choose to conduct a limited review of certain key positions, known as benchmark positions. This is often done when an employer just wants to validate the accuracy of the current structure, or when certain types of positions are believed to have changed.

Following is a list of options for consideration. Some of these options can be combined.

**Option 1:** Conduct a comprehensive compensation study to be completed by November 2008. The impact of any compensation changes would then be considered during the 2009-10 budget development. The cost of this study would be in the range of \$30,000 to \$40,000.

**Option 2:** Conduct a limited review of key benchmark positions to be completed by November 2008. The impact of any compensation changes would then be considered during the 2009-10 budget development. The cost of this study would be in the range of \$5,000 - \$15,000.

**Option 3:** Wait until 2011 to conduct a full compensation study, following the conclusion of the 2010 labor contract negotiations.

**Option 4:** Monitor other local compensation studies currently underway to determine whether the outcomes support LTD's need to proceed with a study. If the need for a study is determined, this approach would delay the study at least until 2009.

**Option 5:** Contact other local employers to determine whether LTD could join their study by adding a small number of benchmark positions. The timeline would be driven by the timeline of the agency who agrees to this approach and the results will likely be available in 2009.

**ATTACHMENT:** None

**Deleted:** . There are different design features an employer can choose from when setting up an HRA model. One option is whether to place a cap on the total individual account balance. The committee has been asked to consider this design feature. . To aid your discussion at the March 19, 2008, Human Resource Committee meeting, you will be provided with a list of advantages and disadvantages concerning placing caps on individual HRA accounts.

## BOARD HUMAN RESOURCES COMMITTEE AGENDA ITEM SUMMARY

- DATE OF MEETING:** April 8, 2008
- ITEM TITLE:** *LTD DIVERSITY PLAN UPDATE*
- PREPARED BY:** David Collier, Senior Human Resources Analyst
- ACTION REQUESTED:** The intent of this discussion is to provide information regarding what the Diversity Council and LTD are and have been doing to meet the goals and action items set forth by the Lane Transit District Diversity Plan.
- BACKGROUND:** The Diversity Council presented the *Diversity Plan* to the Board in November 2007, and made some changes to clarify the Diversity Plan based on feedback given by the Board. The Diversity Council then took the revised plan to Leadership Council on February 26, 2008, and received the final approval of the *Diversity Plan*.
- In regard to the Action Plan, the Council completed the Climate Survey in January 2007 to develop a baseline of where the organization was in terms of cultural sensitivity. After receiving the survey results, the council began formulating a *Diversity Plan*. The Council is planning to conduct another Climate Survey in April or May of 2009 to see if there is an increase in the percentage of employees who report that they work in an environment free of harassment and discrimination. As an organization, LTD has been conducting Exit Interviews with employees who are leaving the organization to understand how LTD is viewed as an organization on diversity issues. LTD attended career fairs in and out of the area to attract diverse candidates for open positions. LTD also placed a recruitment ad in Spanish on a Spanish radio station to attract bilingual candidates, and most of LTD's materials are bilingual. Diversity training has been provided in two of the last three years during Fall Training with LTD employees, as well as with all new employees. The Diversity Council will be presenting a new training this coming year in Fall Training, using a video that discusses stereotypes.
- The Council discussed how to measure how LTD is viewed as a service provider. The Council discussed using focus groups or intercept surveys with passengers to see how they rate LTD services with regard to sensitivity and responsiveness. The Council will be receiving information from Funk and Associates, LTD's marketing consultant, as well as from current and former IDEC members regarding focus groups. The Council is also working with Planning Department staff regarding the Origin and Destination survey that was recently completed, to see if it provides any information regarding LTD's sensitivity and responsiveness.

The following information about the Diversity Council will be included in the next edition of the internal newsletter, *Inside Lane*:

The Diversity Committee has completed its Diversity Plan after review by the Leadership Council and the Board. The Committee will now focus on the action items contained in the Plan. Currently, Committee Members Hannah Bradford, David Collier, Doris Dioszeghy, Terry Parker, Troy Emerson, Lanier Lobdell, Alex Reutov, Fred Pearson, and Stefano Viggiano are working on materials for the next Fall Training cycle. A video and some new materials have been purchased that the Committee has reviewed and believes will be very helpful.

The Diversity Committee appreciates and values diversity in our community and our employees. We encourage employees to talk to fellow employees any time they may feel uncomfortable with a remark or joke in the workplace. Although the Diversity Committee sees no place for racist or sexual comments in the workplace, we do value diversity of opinion and encourage employees to be themselves at work. Our hope is to further understanding and tolerance of differences, not to suppress individual expression.

If you need help talking to someone about a sensitive issue, please talk to anyone on the committee. However, if you have an issue of harassment or discrimination, please take it to Human Resources for review and action.

**ATTACHMENTS:** Lane Transit District Diversity Plan  
Diversity and Human Rights Consortium Climate Survey  
Lane Transit District Exit Interview Questions

**PROPOSED MOTION:** None

## BOARD HUMAN RESOURCES COMMITTEE AGENDA ITEM SUMMARY

**DATE OF MEETING:** April 8, 2008

Deleted: March 19

**ITEM TITLE:** LOOKING TO THE FUTURE PLAN UPDATE

**PREPARED BY:** Mary Adams, Director of Human Resources and Risk Management

Deleted: ITEM TITLE: . HEALTH REIMBURSEMENT ACCOUNTS¶

**ACTION REQUESTED:** None

**BACKGROUND:** At the March 19, 2008, Board HR Committee meeting, the Committee asked for an update on the LTD HR plan, *Looking to the Future*. A progress report is attached for the committee's review. Staff will discuss this progress update with the Committee at the April 8 meeting.

Deleted: ACTION REQUESTED: - This is an informational discussion to determine whether to place a cap on the total balance of individual Health Reimbursement Accounts.¶

Since the goals of the *Looking to the Future* plan and the LTD Brand Plan have been merged into LTD's Strategic Plan document and renamed *The LTD Road Map*, the *Looking to the Future* plan will not be continued in its original form. Attached to this agenda item is a copy of Goal 5 from *The LTD Road Map* with indicators of where each *Looking to the Future* goal has been incorporated. Future progress reports will be done using a new format.

**ATTACHMENTS:** *Looking to the Future* Plan Progress Report  
The LTD Road Map Goal 5

Deleted: . There are different design features an employer can choose from when setting up an HRA model. One option is whether to place a cap on the total individual account balance. The committee has been asked to consider this design feature. . To aid your discussion at the March 19, 2008, Human Resource Committee meeting, you will be provided with a list of advantages and disadvantages concerning placing caps on individual HRA accounts.

**PROPOSED MOTION:** None

MINUTES OF HUMAN RESOURCES COMMITTEE MEETING  
LANE TRANSIT DISTRICT BOARD OF DIRECTORS

March 19, 2008

Pursuant to notice given to *The Register-Guard* for publication on March 17, 2008, and distributed to persons on the mailing list of the District, a meeting of the Lane Transit District Board of Directors Human Resources Committee was held at 4:30 p.m. on Wednesday, March 19, 2008, in the District's conference room at 3500 E. 17th Avenue, Eugene.

Present:

Mike Eyster  
Gerry Gaydos, Chair  
Mark Pangborn, General Manager  
Stefano Viggiano, Assistant General Manager  
Mary Adams, Director of Human Resources and Risk Management  
Diane Hellekson, Director of Finance and Information Technology  
Jo Sullivan, Clerk of the Board/Recording Secretary

Absent:

Michael Dubick

**CALL TO ORDER:** Mr. Gaydos called the meeting to order at 4:33 p.m.

MOTION **APPROVAL OF MINUTES:** Mr. Eyster moved that the minutes of the December 11, 2007, HR  
VOTE Committee meeting be approved as amended. The motion was seconded by Mr. Gaydos  
and approved 2 to 0.

**REVISED DRUG & ALCOHOL PROGRAM:** Mr. Gaydos noted that a revised Drug and Alcohol Program was on the agenda for the Board meeting that evening, and asked if it should have come to the Board HR Committee for discussion first. Ms. Adams agreed that it should have, and said that staff would be sure to bring those kinds of discussions to the Committee in the future.

Mr. Gaydos asked for an explanation of the changes. Ms. Adams explained the Federal Transit Administration (FTA) had reduced the testing requirements, so staff were proposing to reduce LTD's testing to the FTA-approved level. Doing so would cut the District's cost by about half. She explained that employees tested positive only about one time every two years with the numbers of employees currently being tested.

**HEALTH REIMBURSEMENT ARRANGEMENTS:** Ms. Adams explained that a question about LTD's Health Reimbursement Arrangements (HRAs) for administrative employees had been raised by Board Member Dean Kortge at a Board Finance Committee meeting. He had asked that the Board HR Committee discuss the issue.

Basically, he was concerned that the District was building up a liability because there was no cap on the balance an employee could accumulate in his or her HRA account. Ms. Adams explained that the private sector generally designed the plans with caps, but the public sector usually did not. She explained a briefing paper that she handed out at the meeting, "Executive Briefing on Health Reimbursement Accounts."

Ms. Hellekson explained that LTD expenses 100 percent of the amount of the HRA as if it were paid out, but the cash was still earning interest in LTD's account. It was a future liability, and staff

thought it was prudent to reserve an amount of cash for future payment. To that end, 88 percent was reserved, rather than the full amount. The HRAs were no more expensive than the previous year, because they involved a fixed amount of money per employee per year. The actual cost depended on who used what amount each year, but in general the liability was increasing.

Ms. Hellekson said that there were roughly 100 HRA accounts. Of those, 50 percent had at least \$4,000 in the account and 15 percent had at least \$6,000. A few people had spent their account each year. The accounts had received \$1,750 per administrative staff member on January 1, 2008. This benefit began with \$1,526 per staff member in the first year, and \$1,750 from the second year forward.

It was explained that the total amount of health care premiums spent in 2004 had been set as the maximum for the following year. Administrative staff had discussions about how best to structure the new plan within that spending limit. The result had been a high-deductible health plan with lower premiums backed up by the Health Reimbursement Arrangements.

There were a few options in terms of HRA plan design. Private employers tended to put caps on their plans, with a clause that the employee would lose the account when terminating employment. This was based on an assumption that the employee would use the account every year, combined with a less expensive health care plan. Staff had found no public employer plan with a cap, based on a fundamental difference in how private and public employers viewed health care plans. Public employers viewed them as part of the compensation plan, hoping that employees would use the plan in a judicious way and save money to help fund their health care into retirement.

LTD's HRA plans had been set up after a lot of discussion with employees in a collaborative process to develop the model. The rationale was to contain future health care costs and to encourage employees to use health care in a more managed way. A goal was to move from a 100 percent managed care plan to a less expensive health care plan, with some protection for employees in the event of a health care catastrophe. After retirement, the employee is able to use the balance in his or her account to pay health care premiums. If an employee leaves LTD before retirement, the balance can be used to pay for COBRA benefits.

Ms. Hellekson said that LTD had paid less than a 20 percent increase in premiums over a 3.5-year cycle. The HRA appeared to have helped LTD control costs. A private employer's model would have a less expensive model that was spent down each year.

Mr. Pangborn said that the private sector wanted to control long-term costs. In the public sector, however, there was pressure to have some form of medical care coverage between retirement and the age of Medicare. He believed it was better for an organization to have the employees managing their health care costs and planning for retirement.

Ms. Hellekson explained that LTD also had flexible spending accounts, and employees had to spend that money before using the HRA. If the HRA were capped and could not be carried forward, employees would no longer contribute to the flexible spending accounts.

Ms. Adams said she had talked with Mr. Kortge about his concerns. He told her he was not expecting any particular outcome; he just wanted to make sure that HRAs were reviewed in a prudent way, to either keep or change this program for the right reasons. He believed that the Board HR Committee was the right place to make that assessment.

Mr. Gaydos said that LTD's health insurance costs had been contained, and he did not see any true advantage in having a cap. The current year's budget of \$147,400 would increase over time,



but he said that was not enough money for him to change the way things were currently being done. He did not think there would be much to gain economically, and there would be a loss from a morale standpoint, because the Board had made a commitment to HRAs.

Mr. Eyster also thought there would be a large impact on morale. Mr. Pangborn said that might depend on where the cap was set, but it also would be a change in what he believed had been a collaborative decision with staff.

Mr. Gaydos said there may be a reason to have a cap at some point, in thinking about a 20-year-old employee and the number of years available to work and build up an HRA account. Mr. Eyster said that there also may be a reason to change the whole program at some point.

Mr. Pangborn noted that LTD did not yet have a lot of operating experience with HRAs, and might develop a sort of bell curve over time. He noted that national health care also could change over time.

There was agreement to leave the HRA benefit as it stood and have Ms. Hellekson raise a flag if it became an issue. He thought it was an encouragement for employees to be able to care for themselves as well as for retirement. He said that LTD did not have enough experience yet to know how employees would use the HRA accounts, and needed to monitor it to see how it was being used, and if employees were saving the funds for retirement. He said that any cap would have to be high enough, but he was not sure it was a good time to make any changes.

Mr. Eyster said he appreciated having the opportunity to review this issue.

**NEXT MEETING:** Ms. Adams said that the Leadership Council had had some discussion about pursuing a compensation study (full market survey). The last one had been completed 11 years before. Staff wanted some sense of if and when the HR Committee thought this might be an appropriate action. Mr. Pangborn explained that each year staff performed a reclassification review for some positions, which affected the entire system to some degree. Staff felt the need for a more global look, whether that be in the next year or farther into the future.

Mr. Eyster said that the diversity action plan included a lot of activities, and he wondered if LTD was really going to work on all of them. He asked to have a more in-depth discussion.

The next meeting was scheduled for the next regular meeting date of Tuesday, April 8, 2008, at 4 p.m. Potential topics for that meeting were (1) potential compensation study; (2) HR Plan (*Looking to the Future*) update; (3) diversity action plan update.

**ADJOURNMENT:** There was no further discussion, and the meeting was adjourned at 5:18 p.m.

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Recording Secretary

# DIVERSITY and HUMAN RIGHTS CONSORTIUM (DHRC)

## CLIMATE SURVEY

Rate how closely you agree with the following statements.

### A. MY ORGANIZATION:

1. Provides a comfortable work place atmosphere for me.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. Provides growth and advancement opportunities to all employees.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. Has management practices that emphasize participation of all employees.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Seems to actively attempt to hire people from a variety of backgrounds.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Provides training and other opportunities to promote multicultural understanding.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. Creates an inclusive work environment for all employees.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. Reflects the interests of diverse community members in its services.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
8. Does a good job of reaching out to all members of our community.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>

9. What is the most important thing my organization can do to assist employees in appreciating the differences in others? \_\_\_\_\_

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### B. MY DEPARTMENT:

1. Respects the differences and similarities of all employees.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. Supports diversity in the workplace.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. Enforces non-discrimination and non-harassment policies.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. Gives job opportunities to people from all backgrounds.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. Gives promotional opportunities to people from all backgrounds.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**C. BASED ON MY EXPERIENCE IN THE WORK PLACE, DURING THE LAST YEAR:**

1. I have seen or heard of discrimination and/or harassment based on sexual orientation.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. I have seen or heard of racial discrimination.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. I heard racial/racist comments.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
4. I have seen or heard of sexual harassment.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
5. I believe supervisors/managers ensure that acts of harassment do not take place.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
6. I would feel safe taking complaints about being harassed to someone in my organization.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
7. I believe I have been offered growth and advancement opportunities.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**D. From the list below choose ALL that you think are barriers to diversity at your organization:**

- |   |   |
|---|---|
| 1. <input type="checkbox"/> Low turnover                    | 6. <input type="checkbox"/> Lack of outreach to diverse communities |
| 2. <input type="checkbox"/> High turnover                   | 7. <input type="checkbox"/> Downsizing and lay-offs                 |
| 3. <input type="checkbox"/> Bias in recruiting and hiring   | 8. <input type="checkbox"/> You have to know someone to get in      |
| 4. <input type="checkbox"/> Not enough qualified applicants | 9. <input type="checkbox"/> Failure to value cultural differences   |
| 5. <input type="checkbox"/> Budget Issues                   | 10. <input type="checkbox"/> Other (specify): _____                 |

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**E. During the last year, I have heard coworkers make negative comments and/or direct actions towards others based on their: (Check as many as apply)**

- |  |  |
|--|--|
| 1. <input type="checkbox"/> Ethnic background    | 7. <input type="checkbox"/> Disability                     |
| 2. <input type="checkbox"/> Gender               | 8. <input type="checkbox"/> Gender identity                |
| 3. <input type="checkbox"/> Sexual orientation   | 9. <input type="checkbox"/> Class                          |
| 4. <input type="checkbox"/> Religious background | 10. <input type="checkbox"/> Age                           |
| 5. <input type="checkbox"/> Race                 | 11. <input type="checkbox"/> Color                         |
| 6. <input type="checkbox"/> Economic status      | 12. <input type="checkbox"/> Political affiliation         |
|  | 13. <input type="checkbox"/> Other (please specify): _____ |

**F. Circle how you would rate the work environment in general at your organization on the following elements using a scale from 1 through 5.**

1. Indifferent	1	2	3	4	5	Concerned
2. Hostile	1	2	3	4	5	Friendly
3. Closed	1	2	3	4	5	Welcoming
4. Disrespectful	1	2	3	4	5	Respectful
5. Uncooperative	1	2	3	4	5	Cooperative
6. Worsening	1	2	3	4	5	Improving
7. Inaccessible to persons with disabilities	1	2	3	4	5	Accessible to persons with disabilities
8. Racist	1	2	3	4	5	Non-racist
9. Sexist	1	2	3	4	5	Non-sexist
10. Homophobic	1	2	3	4	5	Non-homophobic
11. Transgender phobic	1	2	3	4	5	Non-transgender phobic

**G. Indicate whether your experience at your organization has changed your behavior in any of the following ways:**

	YES	NO	HAVE NOT EXPERIENCED
1. I recognize discriminatory behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I stop to consider whether the language I am using may be offensive to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I handle negative language used by another in such a way as to try to educate the other person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I initiate contact with people who are not of my culture or ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have had the opportunity to be exposed to different cultural perspectives in my workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**H. Rate how closely you agree with the following statements.**

1. I have a good job.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
2. I would recommend that a friend seek employment with my organization.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
3. Overall, my organization rates as the best place I have worked.	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**I. What do you feel is the most pressing issue relative to diversity at your organization?**

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**~ Demographic information: ~**

**Employer:**

- Bethel Public Schools
- City of Eugene
- City of Springfield
- Eugene 4J Public Schools
- Eugene Water & Electric Board
- Lane Community College
- Lane County
- Lane Transit District
- Springfield Public Schools
- University of Oregon

**Race/Ethnicity (check all that apply):**

- African American/Black
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Chicano/Latino/Hispanic
- Middle Eastern
- Multi-Racial
- White/Caucasian
- Other \_\_\_\_\_

**Gender (check all that apply):**

- Female
- Male
- Transgender

**Residency Status:**

- US Citizen
- Permanent Resident (non - U.S. citizen)
- Temporary Resident (non – U.S. citizen)

**Sexual Identity (check all that apply):**

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Questioning

I have a disability that limits a major life activity such as seeing, hearing, learning, and/or walking:

- Yes
- No

**Language**

- English is my first language
- English is not my first language

**Religion/Spiritual Affiliation:**

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**Age**

- Under 40
- Over 40

**Length of Employment**

- 0 – 3 Years
- 4 – 6 Years
- 7 - 10 Years
- 11+ Years

# LANE TRANSIT DISTRICT DIVERSITY PLAN

## ***INTRODUCTION***

***Diversity is the sense that no matter where you come from, who you are, or what your background is, there is a place for you.***

Lane Transit District is comprised of individuals with many cultural, ethnic, political, economic, and demographic characteristics. In addition, LTD provides service to a community with many varied backgrounds. LTD values the richness of these differences and wishes to foster an environment that supports diversity, both within the organization and in our service to the community.

This *Diversity Plan* is intended to provide a basis for the District's ongoing efforts to create a culturally sensitive organization. Building an organization that meets the needs of a diverse employee population and community is clearly justified solely on principles of justice, fairness, and equality. However, there are also compelling business reasons for creating a work environment that attracts and retains talented employees from all backgrounds, and provides customer service that meets the needs of the entire community.

The *Diversity Plan* is guided by a Diversity Policy that has been adopted by the LTD Board of Directors. The plan includes two goals, one focused on the workforce and one focused on service to the community. Each goal is supported by a series of action items that support and help the District to achieve the goal.

This Plan will be reviewed and revised every two years. It is anticipated that the action items are most likely to see periodic changes. The goal statements provide broad policy-level direction and are much less likely to be changed over time.

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# **DIVERSITY POLICY**

**Lane Transit District demonstrates its commitment to diversity in the way it provides services and through its employment practices, by:**

- a. ensuring that all LTD services, programs, and activities are sensitive to and responsive to cultural differences;**
- b. demonstrating a commitment to workplace diversity through recruitment, hiring, and promotions; and**
- c. maintaining a respectful environment free from all forms of harassment, hostility, and violence.**



# Lane Transit District as an Employer

***Goal: To recruit, develop, and retain a qualified, diverse, and culturally competent workforce.***

## **Action Items**

- A. Conduct periodic organizational surveys to measure progress or identify the diversity needs, interests, or on-the-job experiences of LTD's employees.
- B. Develop a comprehensive list of ways to increase recruitment, retention, and promotion of diverse populations.
- C. Provide opportunities for LTD employees to become more aware and better informed about cultural differences and diversity issues at work and in the community.
- D. Require training for all LTD employees to increase knowledge of anti-harassment laws, LTD's anti-harassment policy, and the prevention of harassment.
- E. Provide training in a manner that is sensitive to different needs and learning styles of participants. Evaluate trainers on their sensitivity to cultural differences and their ability to use a variety of teaching techniques effectively.
- F. Develop diversity/cultural competency standards for performance evaluations.
- G. Evaluate the employee selection process to ensure that recruitment methods and hiring practices are not discriminatory.
- H. Establish educational and career development opportunities so that all employees from all backgrounds understand opportunities to advance in their careers at LTD.
- I. Conduct interviews (including exit interviews) that ask about experiences in the workplace related to diversity.
- J. Monitor internal equal employment opportunity-related employee review data and comments; identify patterns and develop actions to address concerns.
- K. Evaluate LTD's directors, managers, and policy makers as to their progress on achieving diversity goals.
- L. Develop multi-department diversity training opportunities and encourage cross-department communication and activities.

## **Desired Outcomes**

- 1. Lane Transit District's workforce at all levels will represent the cultural composition of the community.
- 2. Increase the percentage of employees who report on the employee survey that they work in an environment free from harassment and discrimination.
- 3. Show steady improvement in the baseline results of the climate survey, as one measure of improvement.
- 4. Incorporate diversity awareness into the employee evaluation process.

# Lane Transit as a Service Provider

***Goal: Ensure that LTD services and activities are provided in ways that are sensitive to everyone.***

## **Action Items**

- A. Establish structured methods for all customers to have meaningful input about LTD services, regardless of language or other differences.
- B. Train employees to be culturally competent in interactions with customers and in the community.
- C. Increase recruitment, retention, and promotion of multilingual and/or multicultural employees, especially for positions working primarily with customers.
- D. Ensure that public meetings are easily accessible for all and that translators and interpreters are available as needed.
- E. Conduct an assessment of LTD services and programs for effectiveness across different populations.
- F. Conduct community research about perceptions regarding the cultural sensitivity of LTD as a service provider.
- G. Evaluate demographic information within LTD's service area to identify changes in the diversity of the population and develop training programs and services that respond to the changing demographics.

## **Desired Outcomes**

- 1. Respondents will rate LTD services as satisfactory or better on sensitivity and responsiveness items.
- 2. Customers will give improved ratings of LTD's workforce as "successful" on cultural competency items on customer satisfaction surveys.

# **APPENDIX A**

## ***Federal Laws Pertaining to Equal Employment Opportunity***

### **The Equal Pay Act of 1963**

Prohibits wage discrimination based upon sex. The Department of Labor administers this Act.

### **Title VI of the Civil Rights Act of 1964**

Prohibits discrimination on the basis of race, color, religion, sex, or national origin under any program or activity that receives federal financial assistance.

### **Title VII of the Civil Rights Act of 1964**

As amended by the Equal Employment Opportunity Act of 1972, prohibits any form of discrimination in employment based on race, color, religion, sex, or national origin by public or private employers, employment agencies, labor unions, or apprenticeship programs. It prohibits discrimination in all phases of employment: recruitment, testing, hiring, promotion, discharge, classification, training, compensation, and other terms, privileges, and conditions of employment. Sexual harassment is considered a form of sex discrimination and also is prohibited. The Equal Employment Opportunity Commission administers this Act.

### **The Pregnancy Disability Amendment**

This amendment to Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of pregnancy, childbirth, or related medical conditions. The Equal Employment Opportunity Commission administers this Act.

### **Executive Order 11246 of 1965**

As amended, prohibits discrimination by nonexempt government contractors or subcontractors on the basis of race, color, religion, sex, or national origin. This executive order covers all contractors with \$10,000 or more in federal contracts. It was the first to require affirmative action in employment for women and people of color. The Office of Federal Contract Compliance Programs, under the Department of Labor, administers this Executive Order.

### **The Age Discrimination in Employment Act of 1967**

As amended, prohibits discrimination on the basis of age for persons 40 and over.

### **Indian Civil Rights Act of 1968**

This Act guarantees rights to individual Native Americans. These rights, patterned after the Bill of Rights and the 14th Amendment to the U.S. Constitution, must be respected by tribal governments.

### **The Rehabilitation Act of 1973**

As amended, prohibits discrimination on the basis of disability or handicap of persons who: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) are regarded as having such impairment. The Act requires nondiscrimination and affirmative action. The Office of Federal Contract Compliance Programs under the Department of Labor administers this Act.

### **The Vietnam-Era Veteran's Readjustment Act of 1974**

Requires affirmative action in the hiring of qualified disabled veterans and Vietnam-era veterans on active duty for more than 180 days, any part of which was during the Vietnam War era. The Office of Federal Contract Compliance Programs under the Department of Labor administers this Act.

### **American Indian Religious Freedom Act of 1978**

Protects Native American religious beliefs and practices.

### **Americans with Disabilities Act of 1990**

Modeled in large part on the Rehabilitation Act, the ADA reflects one major difference, which is the use of the word "disability" rather than "handicap." This Act prohibits the exclusion of people with disabilities from jobs, services, activities, or benefits based upon their disability.

### **The Civil Rights Act of 1991**

Provides appropriate monetary remedies for intentional discrimination and unlawful harassment in the work place. This Act provides statutory guidelines for the adjunction of disparate impact cases under Title VII, and responds to recent Supreme Court decisions by expanding the scope of relevant civil rights statutes in order to provide adequate protection to victims of discrimination. The Equal Employment Opportunity Commission administers this Act.

### ***State Of Oregon Law***

The Oregon Civil Rights Law, ORS 659.030, makes it unlawful for public or private employers with one or more employees to refuse to hire, to fire, or to discriminate against an individual in compensation, terms, conditions, or privileges of employment because of a person's race, color, religion, sex, national origin, marital status, age, expunged juvenile record, association with someone in a protected class, family relationship (659.030), mental or physical disability (659.425), or in application for workers' compensation (659.410).

# APPENDIX B

## *Glossary of Diversity-related Terms*

**Accessibility:** The ability of a person with a disability to approach, enter, and use facilities and work sites easily and to have access to other resources and information in alternative formats, as needed; e.g., large print and Braille.

**Adverse Treatment:** Action that in any way deprives an individual of an employment or educational opportunity or negatively affects his or her status.

**Affected Class:** Those groups of people who are protected by anti-discrimination law who, because of past discrimination, continue to suffer the effects of such discrimination. Affected class status must be determined by analysis or court decision. (See Protected Class.)

**Affirmative Action:** A policy or a program that seeks to address past discriminatory practices through active measures to ensure equal opportunity, as in education and employment.

**Artificial Barrier:** Any non-job-related employment consideration that excludes from consideration for employment individuals otherwise capable of doing the work.

**Bicultural:** Recognition and acceptance of the dual cultural influences that individuals from various racial, ethnic, religious, and social backgrounds may bring to organizations and communities.

**Bilingual:** The ability to communicate in two languages.

**Climate Survey:** Comprehensive assessment of the cultural climate of an organization reflecting internal and external perceptions, needs, concerns, and resources.

**Culture:** The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population.

**Cultural Competency:** The ability of organizations or individuals to function effectively in cross-cultural situations. This would require them to have a defined set of values, and to demonstrate behaviors, attitudes, and policies that enable them to provide services effectively to a variety of different cultural groups.

**Cultural Diversity:** Differences in race, ethnicity, language, nationality, religion, or sexual identity among various groups within a community or organization.

**Cultural Heritage:** The knowledge, belief, art, morals, law, customs, and any other capabilities and habits that each one of us individually or collectively wishes to preserve and pass on to the next generation. (If we want to preserve something, then it is our heritage.)

**Cultural Sensitivity:** Demonstrating sensitivity to cultural differences and similarities, and effectiveness in using cultural symbols (e.g., language) to communicate a message effectively.

**Culturally Appropriate Services:** The provision of services that are sensitive and responsive to the cultural differences that exist in particular cultural groups. Also, the provision of services that are effective because they are meaningful to recipients based on their culture.

**Culturally Competent Employee:** An employee with the understanding, attitudes, and skills that enable him or her to deliver services to culturally diverse individuals in ways that fully meet their needs.

**Disability:** A physical or mental impairment that substantially limits one or more major life activities; a record of such impairment; or perception by others of such impairment.

**Discrimination:**

- ❑ **Organizational Discrimination (Disparate Effect):** The results of personnel practices that are quantitatively different from equal employment opportunity for a protected class member.
- ❑ **Individual Discrimination (Specific Intent):** The result of an individual employer's willful exclusion of a protected class member from an equal employment opportunity. The laws relating to Equal Employment Opportunity are concerned with the effects of actions taken by an organization (intent vs. impact).

**Disparate Impact:** The tendency for a test, job qualification, or other employment practice to screen out, or otherwise limit, the employment opportunities of people of color, women, individuals with disabilities, or older individuals at a greater rate than others. It also describes the inequitable distribution of services.

**Disparate Treatment:** Employment practices such as the use of tests or educational requirements that are fair and neutral on their face, but are applied or administered in an unfair manner.

**Disparity:** Underutilization of minorities, women, and/or disabled persons; specifically, the difference between existing representation and what could reasonably be expected in the appropriate labor source.

**Diversity:** A broad definition that includes a wide range of individuals with unique needs and talents beyond the observable differences of race, gender, and age, but with the additional characteristics of religious differences, marital status, sexual orientation, family status, political affiliation, education or socioeconomic status, and disabilities.

**Employment Equity:** Includes approaches to equal access to employment for all culturally diverse groups, through an organization's focus on identifying, preventing, and removing discriminatory barriers in recruitment, hiring, training, retention, career pathing, promotion, and income.

**Equal Employment Opportunity:** The availability of employment and advancement to all people on the basis of merit, capability, and potential. A concept that addresses Equal Opportunity for all persons in employment, including recruitment, application processing, hiring, job placement, compensation, promotion, transfer, termination, and shift assignment.

**Equal Opportunity:** A system of practices under which individuals are not excluded from any opportunity or benefits because of their sex, disability, age, religion, race, color, national origin, ancestry, arrest or conviction record, political affiliation, or refusal to consent to sexual interaction.

**Equity:** Fairness, justice, and impartiality to all in an inclusionary environment. Includes equal opportunities for all regardless of differences; for example, those due to age, gender, race, color, or ability.

**Ethnicity:** The set of cultural characteristics that connect a particular group or groups of people to each other. Ethnicity is rooted in the idea of societal groups, marked especially by shared nationality, tribal affiliation, religious faith, shared language, or cultural and traditional origins and backgrounds.

**Gender Identity:** A person's actual or perceived sex; includes a person's identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with the person's sex at birth.

**Good Faith Efforts:** A term used to describe honest attempts by an organization to achieve affirmative action or equal employment opportunity goals.

**Harassment:** Relates to the intimidation and generally poor treatment of people based on one of the federally protected classes (see also "Sexual Harassment").

**Hostile Work Environment:** Behavior of such frequency or severity that it creates an unwelcome or abusive work environment that has the purpose or effect of unreasonably interfering with a person's ability to do his or her job, or creating an intimidating, hostile, or offensive work environment.

**Inclusiveness:** Welcoming and incorporating perspectives from diverse groups within and without the organization, where appropriate.

**Institutional Privilege:** The social structure that gives some groups an advantage and some a disadvantage in competition for social resources (e.g., jobs, finances, power, etc.), which may cause one group to hold a disproportionate number of positions of wealth and power.

**Institutional Racism:** The systematic mistreatment of people of color enforced and supported by society and its institutions. Exercised by people in power and resulting in a differential and negative impact on particular individuals and groups. Limits and/or reduces access to the goods, benefits, services, and protections of the society on the basis of race, and in a manner that is systematized and self-perpetuating.

**Multicultural:** The recognition that organizations are made up of people of diverse cultures and social groups who bring with them values and norms that they share or hold in common with others they identify with through ancestry, language, or geography.

**Optimal Cultural Climate:** The best conditions in which all employees and customers can succeed.

**Privilege:** A special advantage, right, or benefit not granted to or enjoyed by all.

**Protected Class:** A group of people of the same race, sex, color, religion, or national origin who have equal protection rights according to Title VII of the Civil Rights Act. Other laws also protect areas of physical and mental disability, age, and Vietnam-era veterans.

**Qualified Disabled Person:** With respect to employment, a person with disabilities who can perform the essential function of a job with reasonable accommodation and who is eligible for appointment under the hiring regulations. Essential functions are defined as those tasks that are necessary or fundamental to accomplish the purpose of a job.

**Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when resulting in: (1) submission to such conduct is made explicitly either a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

**Sexual Orientation:** Having or being perceived as having an emotional or physical attachment to another person without regard to the sex of that person; or having or being perceived as having an orientation for such attachment.

**Target Group:** Protected groups on which agencies are free to focus in their Affirmative Action efforts. Priorities are determined by the relative levels of underutilization.

**Underutilization:** Having fewer members of a particular group in a job classification than would normally be expected by their presence in the labor market.

**Workplace Diversity:** Recognition of the variety of differences among workers across many different dimensions—race, culture, language, age, gender, etc.—and the different perspectives and values that may be inherent in those differences. Valuing diversity implies a philosophy, while managing diversity involves the translation of the philosophy of valuing diversity into organizational goals and objectives.

## **APPENDIX C**

LTD Organizational Chart

## **APPENDIX D**

CLIMATE SURVEY

## **APPENDIX E**

DIVERSITY CHARTER AND MEMBERSHIP



## GROUP TWO EXIT INTERVIEW QUESTIONS

### Lane Transit District Exit Interview Questions

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Lane Transit District encourages equal access to training and/or career advancement without considering age, race, gender, sexual orientation, disability, and/or religious beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lane Transit District has done a good job providing training and/or activities that promote multicultural understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work environment at Lane Transit District treats employees equally and respectfully regardless of age, race, gender, sexual orientation, disability, religious beliefs, and/or other characteristics that are not substantially related to work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees at Lane Transit District can express characteristics of their racial/ethnic culture (e.g. Language, dress, etc) and still feel that they "fit in"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Exit Interview

Reason for termination of employment

What prompted your decision to leave your job with LTD?

Can you tell us something about your new job?

What did you like the most about working at LTD?

What did you like the least about working at LTD?

What would you consider to be your manager's strong points? Weak points?

Any suggestions for LTD?

Rate the following:

salary and benefits

clarity of policies and procedures

clarity of responsibilities

effectiveness of performance evaluations

recognition for performance

distribution of work load

adequacy and effectiveness of supervision

training and development opportunities

opportunity for advancement

***LTD Looking to the Future Plan***  
**Progress Report**  
**April 8, 2008**

**Strategic Goal Area:**

1. Develop supportive relationships among all LTD employees, LTD administration, and ATU leadership.
  - Established regular communication processes with ATU leadership.
  - Conducted annual budget review sessions with ATU leadership.
  - Conducted employee surveys: Communication Survey, Diversity Survey, Employee Survey.
  - Supported work of the Employee Council.
  - Enhanced internal newsletter, *Inside Lane*, as form of internal communication.
  
2. Provide a workplace at LTD that attracts and retains committed individuals.
  - Created “LTD’s 10 Valued Competencies”; integrated them into many LTD processes, such as employee evaluations and reasons for reward nominations.
  - Significantly broadened job outreach through local and military job fairs.
  - Created Diversity Council, developed *Diversity Plan*.
  
3. Provide a rewarding, safe, healthy, and welcoming workplace for all.
  - Developed injury prevention strategy that includes District Risk Oversight Committee, enhanced safety committee, and future safety manager position.
  - Launched a District Health for Life committee to address health and wellness needs of all employees.
  - Conducted two annual health benefits fairs with focus on health assessment and improvement. Included biometric screening and flu shots.
  - Reduced employee injuries by 40 percent in 2007.
  
4. Become a “learning organization” that fosters and funds career development through meaningful educational programs, skills training, job cross-training, mentoring, and other methods.
  - Developed “10 Valued Competencies” and integrated into many programs.
  - Hired training specialist to implement District-wide training and employee development program.
  - Designed internal maintenance skills program run by internal instructors.
  - Designed the LEAP (Learning, Education, Awareness, Personal Growth) program, focused on identifying and preparing candidates for expected job vacancies.
  - Designed technical training programs in skill areas such as Excel and time management.

- Worked with LCC and Springfield School District toward a diesel mechanic training program that is integrated from high school through LTD employment.
  - Will institute Administrative Employee Annual Training program.
5. Reward, recognize, and reinforce both improved and exceptional performance.
- Assembled a Rewards and Recognition task force to design a comprehensive program that has now begun. Program increases options for recognition across the District and across work groups.
  - Reinstated annual Employee Celebration dinner.
  - Reinstated annual Employee Picnic.
6. Create an atmosphere of inclusiveness that encourages everyone to be involved with decision making, internal and external committees, and community events.
- Initiated Event Committee to include employees from all departments in conducting all employee events.
  - Initiated Health for Life Committee to include employees from all departments in employee health improvement and wellness activities.
  - Initiated Rewards and Recognition Committee to design and implement comprehensive programs for all employees.
7. Provide opportunities for everyone to learn more about LTD.
- Held employee meetings on budget development.
  - Held employee informational meetings special topics such as the new Call Center.
  - Enhanced *Inside Lane* to cover more information.
8. Invite all individuals to participate in supporting the mission and goals of LTD, and to live LTD's values.
- Included segments in New Operator Training such as "Meet the General Manager" and "How to Make the Most Out of Your Career at LTD."

## The LTD ROAD MAP

*(Indicates where "Looking to the Future" Plan goals were intergraded into this strategic plan goal.)*

### **GOAL 5: DEVELOP A SUPPORTIVE WORKPLACE THAT FOSTERS THE SUCCESS OF ALL EMPLOYEES BY PROVIDING AN ENVIRONMENT THAT ENCOURAGES STRONG WORKING RELATIONSHIPS AND OFFERS OPPORTUNITIES TO LEARN AND GROW.**

The quality of the workplace environment is central to LTD's success. By working together, we share the tasks and the rewards and recognition of the outcomes. We are mutually committed to our goals because we believe in the principles and the values they represent.

#### **Performance Objectives:**

- ❑ Reduce negative employee turnover (employees who leave for reasons other than retirement or forced termination).
- ❑ Improve workplace safety by reducing the number of accidents, time-loss days, and total cost of accidents.
- ❑ Improve workplace morale as measured by internal opinion surveys.
- ❑ Improve employee health as measured by health plan usage and "presenteeism."

#### **Short-Term (1- to 3-year) Implementation Strategies:**

1. Implement a program to enhance employee health and morale: *(Goals 2, 3 & 6)*
  - Institute a comprehensive employee communications approach. *(Goals 7)*
  - Implement a comprehensive rewards and incentive program. *(Goal 5)*
  - Create a comprehensive program to support employee training and skill development. *(Goals 4 & 7)*
  - Expand health programs to include health education and injury prevention.
2. Support an active and viable Employee Council. *(Goal 1)*
3. Maintain a positive relationship with the ATU. *(Goal 1)*
4. Review internal communication processes and consider the development and implementation of an intranet. *(Goal 7)*
5. Support the LTD Diversity Council activities and implement the LTD Diversity Plan. *(Goal 7)*
6. Continue Development of an organizational succession plan. *(Goal 4)*

#### **Long-Term (4- to 10-year) Implementation Strategies:**

1. Implement a comprehensive employee development program. *(Goal 4)*
2. Maintain a positive relationship with the ATU. *(Goal 1)*
3. Maintain a positive relationship with the Employee Council. *(Goal 1)*
4. Continue to build employee morale. *(All Goals)*
5. Implement a comprehensive employee health insurance program. *(Goals 2 & 3)*