

ENSURING EFFECTIVE MUNICIPAL SERVICE DELIVERY TO DIVERSE CONSTITUENTS:

PREPARING TENNESSEE CITIES TO SERVE CHANGING COMMUNITIES

A Research Report

Submitted to

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Municipal Technical Advisory Service

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By

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EXECUTIVE SUMMARY

The purpose of this research study is three-fold, 1) identify current diversity initiatives (e.g. training programs, resources, and programming) within Tennessee municipalities that prepare local government employees to serve diverse populations, 2) identify existing service delivery initiatives that serve diverse local constituents in Tennessee municipalities (e.g. language materials, etc.), 3) identify future diversity-related training and resources most beneficial to the municipality in serving diverse constituents. The central research question is, *“In what ways can Tennessee municipalities better prepare to serve an increasingly diverse public?”*

An online survey was delivered to Tennessee municipal government leaders, administrators, and non-managerial staff to determine current and future diversity training, programming, and resources, as well as current service-delivery efforts, that will best serve Tennessee's changing communities and diverse residents.

Results indicate that higher population municipal areas with greater numbers of staff are more likely to provide diversity training initiatives and resources. Service delivery indicators are primarily reactive and public relations focused, but more research is needed to better understand additional forms of service delivery currently provided to diverse groups. Preferred future diversity training categories are somewhat

inconsistent with realistic demographic projections for the state, but the research does provide insight into future preferences for diversity training formats and resources.

Due to confidentiality concerns, specific municipal information was not collected, such as zip code and specific municipal name. As a result, the survey sample has issues of non-independence in that multiple respondents from the same municipality may have submitted varying responses in reference to the same city. In addition, survey respondents in this research may be unaware of various diversity-related resources due to their position in the local government. While the research population included 2,027 Tennessee municipal government employees and administrators, due to the potentially sensitive nature of the research topic, 138 dropped out of the survey. While the researcher considers the 388 cases available for analysis valid (representing a 19% response rate), the research would be enhanced with an increased number of perspectives. This study is also limited by the population, as it is focused solely on municipal governments in the state of Tennessee.

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INTRODUCTION

There are vast demographic changes occurring in the U.S., as well as Tennessee, including growth in the aging, disabled, racial, and ethnic group populations. Along with these demographic changes, multiple issues have surfaced in recent years to highlight the importance of federal, state, and local governments' understanding of cultural differences, diverse communities, and the implementation of policies that encourage community inclusiveness. The primary research objective of this project involves understanding how Tennessee municipalities prepare to serve an increasingly diverse public. A public agency that is prepared to work with a diverse public ensures more effective service delivery to citizens and constituents, thus, enhancing the reputation and viability of the government (Rice, 2010d).

Research Focus

With projected demographic changes in the United States, the charge is more imperative now than ever to ensure that diverse community members are served in effective and equitable ways. In addition, current events, such as the issuing of same-sex marriage licenses, controversies over religious grounds, gender neutral public bathrooms, and charges of excessive police force in communities of color, highlight the

need for understanding public service delivery to diverse constituents (Askini, 2015; Blinder & Perez-Pena, 2015; Craven, 2015; Eligon, 2015).

The primary focus of this research is to acquire and review data that directs effective practices, programming, and initiatives to prepare Tennessee municipal employees and city leaders with the tools and resources to effectively serve diverse constituents. To this end, the research aims to:

- 1) Identify current diversity initiatives (e.g. training programs, resources, and programming) within Tennessee municipalities that prepare local government employees to serve diverse populations.
- 2) Identify existing service delivery initiatives that serve diverse local constituents in Tennessee municipalities (e.g. language materials, etc.).
- 3) Identify future diversity-related training and resources most beneficial to the municipality in serving diverse constituents.

Research Design

In order to determine the needs of Tennessee municipalities in serving a diverse public, as well as potential programs and services that could best enhance the lives of diverse constituents, the researcher used a quantitative research method utilizing an exploratory survey. This survey was electronically delivered to 2,027 municipal government employees and administrators across the state of Tennessee. The goal of the survey was to determine existing training, programming, and resources that serve

diverse local constituents across Tennessee municipalities and to assess future needs for serving diverse community members.

Research Purpose

This research aims to assist Tennessee cities in serving diverse constituents and direct city leaders in ensuring applicable service delivery that effectively addresses diverse needs of municipal constituents. In addition, this research will expand the academic and practitioner's literature base for understanding diversity demands within public administration as a whole, and specifically local government municipalities.

Research Value

Limited research exists in understanding how local governments adopt culturally competent programming and services for a diverse local citizenry. Additionally, the research is sparse on how public administrators incorporate the concepts of social equity through policy implementation for diverse citizens. Finally, in recent years, government agencies are increasingly in the spotlight for diversity initiatives (or lack thereof) and how they protect and serve diverse citizens. As a result, the theory of social equity applied to current public service delivery is a central component of this research.

LITERATURE REVIEW

The public demographic profile in the United States, particularly in the areas of age and ethnicity, has steadily shifted in the last twenty years, and all projections indicate a continued shift in the next twenty-five. Government agencies serve this public, but how can government services and employees best serve an evolving diverse citizenry? The aim of this research is to explore diversity practices and service delivery within Tennessee cities, as there is an imperative to ensure that public service employees and city leaders have the tools and training to work with diverse constituent groups through public programs and service delivery (Rice, 2010c). This literature review assesses the imperative nature of this charge for an equitable public administration to serve diverse communities.

Rice (2010c) outlines multiple motivations for public organizations adopting extensive cultural competency and diversity management initiatives. Rice (2010c) states that one of the motivations include the recognition of the cultural context in which public service delivery occurs, and secondly, that cultural competency offers an “opportunity to address the incomplete and often inaccurate public services and public programs provided to minority populations” (p. 194).

With Rice’s (2010c) goals in mind, this research offers a chance for Tennessee municipalities to explore local demographic needs and to assess current and future training, programs, and resources that may better serve their diverse constituents. The

primary motivation of this research is to understand current diversity practices within Tennessee municipalities, as well as potential diversity practices for future implementation that will enhance service delivery to diverse constituents in Tennessee.

Within the public administration literature, there is limited knowledge of how local U.S. governments are adapting to the changes in their demographic landscape to guide this exploration in Tennessee. In an analysis of the public administration literature for diversity initiatives in government organizations, Pitts & Wise (2010) surmise that the majority of research is focused at the federal level, followed by state-level research on diversity practices. At least 120 federal agencies, including the National Institutes of Health and the Bureau of Land Management, have documented organizational diversity initiatives (Rice, 2010b). Only 14% of the literature review analysis on diversity management within public organizations examines local government and organizations (Pitts & Recascino Wise, 2010).

To address the literature gap in understanding diversity initiatives within public administration as a whole, and specifically local government municipalities, this research will 1) explore existing diversity initiatives, programming, and resources in Tennessee municipal governments, and, 2) determine ways to enhance municipal service delivery to diverse constituents. As a result of these research findings, it is the hope that Tennessee cities can enhance their knowledge of serving diverse citizens.

Defining Diversity

What is meant by the term “diversity”? How is this concept defined? To many this term conjures a focus on race and ethnicity, followed by sex and gender (Pitts & Recascino Wise, 2010). However, increasingly, this term has taken on a broader and in the view of some, more ‘vague’ connotations (Whitelaw, 2010). To SHRM (2008), diversity is defined as “the collective mixture of differences and similarities that includes, for example, individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences, and behaviors.” While the SHRM (2008) definition is more broad and inclusive of various categories of diversity, there are more specifically defined categories of diversity in the literature, which include: "disability status, social class, age, education or function, sexual orientation, religion, and nationality/language" (Pitts & Recascino Wise, 2010, p. 50).

The U.S. Equal Employment Opportunity Commission within the federal government, hereafter referred to as the EEOC, includes categories of federally protected classes that are often cited as diversity categories and often included in private sector diversity training for lawsuit prevention. The EEOC (2015) protected categories include: race, color, national origin, age (40 or older), disability, genetic information, sex, pregnancy, and religion.

In this research initiative, diversity categories include most of the EEOC (2015) categories. Skin color is excluded, as it is more often identified as race. Pregnancy is

excluded, with the perception that gender may also include pregnancy. Genetic origin is also excluded due to the misperceptions of understanding 'genetic origin,' as it is a fairly new protected category. Additional categories, as defined by the literature, such as educational attainment, income status, and sexual orientation will also be included in the researcher's definition of diversity for this project (Pitts and Recascino Wise, 2010). In summary, diversity in this research and subsequently used within the research survey include: *age, disability, economic/income status, education level, language, national origin, race, religion, sex/gender, and sexual orientation.*

Diversity Initiatives in the Public Sector

Often the focus on diversity, diversity management, cultural competency, and social equity discussions center around the issue of 'compliance' or providing equitable treatment to prevent charges of discrimination, but what is often lost in these conversations is that diverse individuals with various cultural backgrounds are assets to the workplace, organizations, and communities (Rice & Mathews, 2012).

The concept of diversity management is largely a private sector concept. Most definitions of diversity management focus on internal organization employees and programming that is conducive to promoting a diverse working environment (Ivancevich & Gilbert, 2000). In the case of both public and private organizations, Rice (2010b) suggests that diversity management should center on improving three major components—employee/organization productivity, risk management, and service or

product delivery to clients, customers, or constituents. The third component of Rice's (2010b) definition is the central motivation for this research. To further focus the definition of diversity management for public agencies and government organizations, the researcher proposes an alternate definition for diversity management that is specific to public organizations (bold and italics added for emphasis by researcher):

Internal organizational policies and programming designed to 1) recruit and retain diverse employees, 2) recruit and retain diverse organization suppliers and contractors, 3) create an inclusive working environment through training and other initiatives designed to promote diversity and inclusion within the organization and to community citizens, and 4) provide organization employees and leaders with tools and resources to effectively provide services to a diverse constituency.

The first two components of the researcher's diversity management definition focus on human resources and employee acquisition—recruitment, hiring, and retention of employees, as well as outside contractors. The third component focuses not only on workplace inclusiveness, but fostering community inclusiveness as well. While the first two internally focused objectives may be explored in a future research study, the primary focus areas of this project center specifically on how to prepare Tennessee municipal employees and city leaders to *a) foster inclusiveness among internal employees and externally to community citizens, and b) provide municipal employees*

with the tools and resources to effectively provide services to a diverse constituency.

Within both goals, the primary focus centers on how to better prepare Tennessee municipal employees to work with and serve diverse groups within the community.

Economic Impact of Diversity in Tennessee Cities

The “business case” for valuing diversity is frequently made in the private sector as businesses tout the economic benefits of not only providing products and services to a diverse customer base, but also the economic benefits of having a diverse workforce to advise on those products and services (Pitts & Recascino Wise, 2010, p. 45).

However, what are the economic motivations for fostering diversity and inclusiveness in government or non-profit organizations and ensuring effective service delivery to diverse constituents? While the research is limited in understanding how increased cultural diversity affects the ‘bottom line’ even in the private sector, in a study by Ottaviano & Peri (2004), they found that "higher wages and higher rents for U.S. natives are significantly correlated with higher diversity" in the local area (p. 22). They conclude that a "more multicultural urban environment makes U.S. born citizens more productive" (p. 22). In other words, there is evidence that cultural diversity within a geographic region is positively correlated with productivity and economic growth, particularly of U.S. born citizens who may benefit from an expanded workforce and the benefits of economic development in a community (Ottaviano & Peri, 2004).

Within private organizations, the economic motivation for diversity stems from

proactively creating a diverse and inclusive working environment, which is thought to provide a competitive advantage in product knowledge and diverse customer experiences, while also preventing charges of discrimination or harassment. However, in public agencies, what is the economic motivation for diversity initiatives? According to Rice (2010b) for both public and private organizations, the 'business case' for diversity lies in human resources—productivity and risk management, but can also “lead to clients' dissatisfaction with public delivery service organizations” (p. 97).

French (2009) notes that unlike the federal government, state and local governments lack this level of protection from lawsuits. Municipalities may be sued for negligence, as well as a variety of infractions under the human resource umbrella, such as hiring or promotion (French, 2009). French (2009) outlines multiple cases from 2000-2007 filed specifically against Tennessee municipal governments related to hiring discrimination and promotion citing medical, disability, age, sex, sexual orientation, and racial biases. In 2011-2012, according to the Tennessee Human Rights Commission, employment discrimination complaints against state and local government accounted for 12% of all employment discrimination complaints, and monetary benefits totaled over \$96,857 for all successful mediation complaints (Tennessee Human Rights Commission, 2012).

Whether the motivation for increasing diversity and inclusion initiatives are preemptive or reactionary, public and private organizations should avoid potential litigation issues stemming from discrimination. The private sector is attempting to move

from a reactionary to a proactive focus that views diversity as an organizational advantage, while public organizations are just beginning to explore diversity best practices from the private sector (Mathews, 2005; Rice & Mathews, 2012). For public organizations, the motivation to expand diversity initiatives is not competition-based, but service-based, and many diversity scholars are calling for public administrators to expand cultural competency in order to improve services to citizens.

Effective Service Delivery for Diverse Constituents

Extensive research, demographic analyses, and population projections have outlined the increasing diversity of the United States. Most of this diversity can be attributed to the growth of racial and ethnic groups, particularly Hispanic, Latino, and Asian populations. Given these shifts and demographic changes, it is no surprise that many private and public organizations are increasingly focused on how to best serve diverse clients, customers, and citizens. With increased diversity across all U.S. communities, this clearly impacts diversity within workplaces and public service arenas. The private sector continues to focus and expand its inclusion efforts in the workplace, as well as better understand ways to serve diverse customers, but the public sector is still only tentatively borrowing from private sector diversity initiatives. Norman-Major & Gooden (2012), indicate this is because “the public sector has not always recognized the differing needs of communities and instead tried to get the population to fit into programs designed as a one-size-fits-all” (p. 3-4). As a result, they imply that this lack of

acknowledgment of cultural differences leaves "part of the public out of public service" (Norman-Major & Gooden, 2012, p. 3-4). Rice and Mathews (2012) also point out that "public agency service delivery professionals are typically from one culture, and the service recipients or clients are from or closely connected to or strongly influenced by another culture" (Rice and Matthews, 2012, p. 19). As an example, in the recently released INCLUCIVICS report released by Metro Human Relations Commission in Nashville, over 85% of Metro Nashville city departments are non-Hispanic White employees and "overrepresented among the higher income brackets" in metropolitan Nashville government positions (Jacobs, 2015). Meanwhile, the community demographics of Nashville and the metropolitan service area of Davidson County reflect a non-Hispanic White population of 65.8%, an African American/Black population of 28.1%, and a Hispanic or Latino population of 9.9% (U.S. Census Bureau, 2013).

Culturally Competent Service Delivery

Cultural competency includes the skills that public administrators (or any other service agent, such as a health care provider or social worker), should possess to serve an increasingly diverse public (Norman-Major & Gooden, 2012). These skills include attitudes, behaviors, and knowledge that inform policies and programs to account for cultural differences among various groups. While there are many definitions of cultural competency, the one utilized by cultural competency experts and writers of the most comprehensive work on cultural competency in public administration, Kristen A.

Norman-Major and Susan T. Gooden, utilize this definition from Cross (1988, p. 1):

“Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or professional and enable that system, agency or professional to work effectively in cross-cultural situations.” (cited in Norman-Major & Gooden, 2012, p. 8). Thus, this research will use this definition as a starting point for understanding cultural competency in the context of public administration as well.

With expanded diversity in America’s communities, the need is greater now, and will only expand for future public administrators, to obtain culturally competent skill sets.

Examples of Culturally Competent Service Delivery

Often public service agencies, and particularly small rural local governments, are already overwhelmed with service delivery demands. Asking over-burdened government employees to expand or refocus service delivery efforts for diverse groups may be met with resistance because of the already extensive nature of current service demands. Often the questions asked by municipal employees include, *“What should we do?”* *“What type of services should we offer?”* *“Who should receive those services and where do we draw the line?”* While this task may seem daunting, government officials and public service delivery providers do not have to have an “encyclopedic knowledge of the world's cultures,” but instead these initiatives require understanding, acknowledgment, valuing, and acceptances of varying cultures and how these

components impact service delivery and programming (Rice & Mathews, 2012, p. 29).

One of the major goals of this research project is to assess what Tennessee municipalities are already doing in the way of providing service delivery to constituents with various needs and culturally diverse backgrounds. For example, to Rice & Mathews (2012), translation services, ensuring materials, documents and any programming delivered in the constituent's language—is one of the first steps in ensuring culturally competent services. Another example of a culturally competent initiative might include a health education workshop that utilizes culturally relative examples and avoids “cultural discomforts” that could be offensive or reduce the effectiveness of the programming (Rice & Mathews, 2012, p. 21). Utilizing a familial or collectivist approach in programming, given that some racial and ethnic populations are more receptive to incorporating the entire family as part of the programming or service is another culturally competent strategy (Rice & Mathews, 2012). The key component in fostering a culturally competent public service agency and to Rice & Mathews (2012), or when the agency has “arrived” is when the agency and all employees “understand and effectively respond to the challenge and opportunity posed by the presence of sociocultural diversity in a defined social system” (p. 21). With that said, there is no one-size-fits all form of culturally competent service delivery or a master list that guides all activities. The onus lies with the municipal government to understand the cultural background of community members and either adapt or create services that meet those needs.

Social Equity in Service Delivery

What is meant by social equity? How does it compare to concepts of 'diversity,' 'multiculturalism,' and 'inclusion'? Authors Norman-Major and Gooden (2012) distinguish between the various definitions of diversity, social equity, and cultural competency. In their view, diversity centers on the demographics of the population and social equity centers on philosophical concepts of equality. Cultural competency is a tool for using the knowledge of diversity to ensure social equity, so while all of these concepts are inter-connected, they are distinct (Norman-Major & Gooden, 2012).

Theoretical Application of Social Equity and Change Implementation

Since “social equity is a theoretical perspective within public administration,” and “a set of prescriptions to guide the practices of public administration” (Frederickson, 2010, p. 74), the connection to the primary purpose of this research should be clear, which is to determine ways that public administrators are currently serving a diverse public and equitable ways in which they can continue to prepare to serve a diverse public. If a central component of public administration is to ensure equitable programs, resources, and services to their constituents, then that also includes all constituents, regardless of culture or diversity in background. How can administrators best serve a changing and increasingly diverse public? How are public administrators ultimately prepared (or not prepared) to serve this public in the most efficient, effective, and equitable ways? If there is a need for further training and

development of resources, training, and programming that could serve diverse constituent groups, how do municipal public administrators in Tennessee go about doing so?

Before understanding current diversity related training and other initiatives across Tennessee municipalities to enhance social equity efforts, an understanding of the demographic snapshot of Tennessee residents is necessary.

Tennessee Constituents: A Demographic Profile and Projected Changes

Like all states, municipal and local governments in Tennessee serve on the front lines to provide resources to the state's constituents. To enhance the knowledge, strategies, and skills of municipal civil servants that serve an increasingly diverse public, municipal government employees must be prepared to deal with a variety of needs and issues from diverse citizens. These efforts not only create better service delivery to communities, but also enhance the reputation and viability of local government agencies (Rice, 2010d).

In the U.S., the snapshot of elected officials does not reflect population demographics, but does this imply that equality through the delivery of public services cannot occur if elected official demographics and the populace do not 'match'? High profile events in 2014 and 2015, such as police and community tensions in Ferguson, Missouri, have highlighted this "asymmetry between demographics and political leadership" (Cobb, 2015). Summer 2014 data from a project by the Reflective

Democracy Campaign (sponsored by Women's Donor Network), "Who Leads Us," highlights the discrepancies between the race and gender of elected officials and federal, state, and local population demographics (Who Leads Us, 2015; Cobb, 2015). In Tennessee, 71% of elected officials are white men (vs. 37% of the state's population). White women comprise 38% of the population, while representing 20% of elected officials in the state. Elected official women (2%) and men of color (6%) reflect the low level of representation in the Tennessee political landscape compared to the population (13% for women of color, 12% for men of color). Based on the National Representation Index (NRI) Power Score, white men have 3.9 times more elected representation than the rest of Tennessee's population (Who Leads Us, 2015).

To better serve the citizens of Tennessee, it is important to understand the changing demographics of the state. Tennessee demographic fluctuations mirror the nation's shifting population numbers, if not more so. While the nation as a whole experienced a 9.7% growth rate from 2000 to 2010, Tennessee's population grew by 11.5% within the same period (Tennessee Department of Labor & Workforce Development, 2012).

This section will outline current demographic population and projections within the state based on age, disability, race, ethnicity, national origin, English proficiency, gender, sexual orientation, religion, economic status, and educational attainment. The trends highlighted below reflect key demographic patterns, as well as changes, in Tennessee. A summary of Tennessee and U.S. demographic population estimates is

included in Table 1.

The American Community Survey (ACS, 2015) is conducted annually by the U.S. Census Bureau to provide more current annual demographic information within U.S. communities than the decennial census. While the U.S. Census Bureau conducts major population counts every ten years, the ACS provides a more up-to-date snapshot of the social and economic picture of U.S. communities that helps determine local community resource needs, such as education and housing (ACS, 2015). Because the American Community Survey provides more recent information, the data outlined in this section will utilize ACS population 5-year estimates, as well as 2010 U.S. Census calculations.

Table 1: Tennessee and U.S. Demographic Population Estimates (2014)

	Tennessee	USA
Population, 2014 estimates	6,549,352	318,857,056
Population, percent change – April 1, 2010 to July 1, 2014	3.2%	3.3%
Population, 2010	6,346,105	308,745,538
AGE		
Persons under 5 years, percent, 2013	6.2%	6.3%
Persons under 18 years, percent, 2013	23.0%	23.3%
Persons 65 years and over, percent, 2013	14.7%	14.1%
Female persons, percent, 2013	51.2%	50.8%
RACE, ETHNICITY, AND FOREIGN BORN		
White alone, percent, 2013 (a)	79.1%	77.7%
Black or African American alone, percent, 2013 (a)	17.0%	13.2%
American Indian and Alaska Native alone, percent, 2013 (a)	0.4%	1.2%
Asian alone, percent, 2013 (a)	1.6%	5.3%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	1.7%	2.4%
Hispanic or Latino, percent, 2013 (b)	4.9%	17.1%

White alone, not Hispanic or Latino, percent, 2013	74.9%	62.6%
Foreign born persons, percent, 2009-2013	4.6%	12.9%
Language other than English spoken at home, percent age 5+, 2009-2013	6.6%	20.7%
EDUCATIONAL ATTAINMENT AND INCOME		
High school graduate or higher, percent of persons age 25+, 2009-2013	84.4%	86.0%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	23.8%	28.8%
Veterans, 2009-2013	484,901	21,263,779
Median household income, 2009-2013	\$44,298	\$53,046
Persons below poverty level, percent, 2009-2013	17.6%	15.4%
<i>Source: US Census Bureau State & County QuickFacts (2015) Tennessee http://quickfacts.census.gov/qfd/states/47000.html</i>		

Race, Ethnicity, and Foreign-Born Population in Tennessee

Many politicians, social scientists, and the general public are aware that as of 2010, Hispanics are the largest ethnic group in the United States, comprising 16.7% of the population (U.S. Census Bureau, 2012). Not only has the nation witnessed a significant increase in the Hispanic population, but Tennessee has experienced a growth rate of more than 50% (Tennessee Department of Labor & Workforce Development, 2012).

The impact of the Hispanic population on culture, services, consumer goods, health, and politics continues to be a focus within the academic, political, and social discourse. The Center for Business and Economic Research at the University of Tennessee projects the Hispanic population will be 8.7% by 2030, 11.3% by 2040, and

14.1% by 2050 (CBER, 2013). While these percentages in Tennessee are still less than even the current percentage of the Hispanic population in the entire U.S., the growth rate is significant.

According to five-year estimates from a 2013 report, Tennessee's population of 6.4 million includes a racial and ethnic demographic of 80% White, 17% Black, 0.5% American Indian/Alaska Native, 2% Asian, 2% reporting two or more races, and 5% Hispanic or Latino ethnicity (ACS, 2015). Estimates of the foreign-born population in Tennessee from 2009-2013 were 5%, with 35% of the foreign-born population naturalized as U.S. citizens (ACS, 2015). The majority of the foreign-born residents in Tennessee are from Latin America (48.4%) and Asia (28.5%) (ACS, 2015).

In 2009-2013 estimates, 7% of the population over five years old indicate a language other than English spoken at home in Tennessee, with 58% speaking Spanish and 42% indicating "that they did not speak English 'very well'" (ACS, 2015). In 2010, the Tennessee Department of Labor and Workforce Development (2012) concluded that "nearly three of every 100 Tennesseans was listed as being Limited English Proficient," ranking fifth in the nation in percentage growth of limited English proficiency.

Disabled & Aging Population in Tennessee

While the disabled population in the U.S. not only brings diversity to the labor market through unique skills and talents, this group is also more likely to rely on various government agencies to help ensure their well-being, community, and labor force

participation (Brault, 2012). For example, in 2008, the federal government spent \$357 billion dollars on disabled working age adults through Social Security, Medicare, as well as 60 smaller federal and state programs, which represented 12% of federal outlays in that year (Brault, 2012). With the expansion of the Americans with Disabilities Act in 2008 through ADAAA, a broader definition of what constitutes a disability will also affect services for this population (EEOC, 2013). In 2011, Tennessee classified 15.3% of its population as disabled, a higher percentage than the 12.2% for the United States (Institute on Disability, 2012). Additionally, over 30% of disabled Tennesseans live below the poverty line, and 41% of those 65 and over reported a disability (Hampshire, 2012; ACS, 2015).

With demographic projections showing a marked growth in the aging population, the increase of the older population on a national, state, and local level holds significant implications for government, private business, social service agencies, non-profits, and particularly health care organizations. In 2011, the percentage of persons 65 and older in the United States was 13.7%. The U.S. population 65 and older grew 15.1% between 2000 and 2010, compared with a growth rate of 9.7 percent for the remainder of the U.S. population (U.S. Census Bureau, 2011). While Tennessee's population of persons 65 and older was close to the national rate of 13.9% in 2009-2013 estimates, Tennessee's older population grew at a much higher rate--21.3% between 2000 and 2010 (Werner, 2011). Additionally, nearly one-fourth of counties in Tennessee have an elderly population of 17-26% (MTSU-BERC, 2011). Those aged 45-64 in

Tennessee constitute 26.9% of the population in 2009-2013 estimates, and Tennessee projections for the percentage of 65 and over population indicate that this group will comprise 21.7% of the population by 2030, 22.5% by 2040, and 21.8% by 2050 (CBER, 2013). This data highlights the need for local governments in Tennessee to ensure equitable delivery of government services to the elderly and disabled, as well as prepare city employees to work effectively with these population groups in their communities.

Economic/Income Status and Educational Attainment

While most definitions of diversity include race, ethnicity, gender, disabilities, religion, and age, economic status and education level are also applicable and frequently cited in the literature as a diversity category. Economic and educational differences may affect citizen resources and access to services, as well as other diversity characteristics, such as race or ethnicity. With economic inequality and poverty rates continuing to grow in the United States, economic inequality remains a factor of consideration in serving a diverse public.

In 2011, Tennessee's poverty rate [of all ages] was 18.4%, with over a fourth [26.5%] of those under 18 living in poverty (DeNavas-Walt, Proctor, & Smith, 2012). The five-year average poverty rate from 2009-2013 of those living in poverty in Tennessee was 17.6% (ACS, 2015). From 2009-2013, approximately 25% of children under 18 were living below the poverty line, and 35% of female-headed households were classified as living in poverty in the state (ACS, 2015).

While poverty affects a variety of issues, including health, transportation, and access to food and basic services, it also impacts access to education. Only 24% of Tennesseans aged 25 and above hold a Bachelor's degree or higher (ACS, 2015). In addition, economic data reveals continued pay inequality for women, as well as racial and ethnic minorities, all of which directly impact family resources, particularly for single parent families (DeNavas-Walt et al., 2012). According to Tennessee's Educational Report Card, 58.6% of Tennessee K-12 students are classified as economically disadvantaged (Tennessee Department of Education, 2011). The socioeconomic status of Tennessee's families with dependent children influences service delivery considerations within the state's cities and communities.

In higher educational attainment, the state of Tennessee ranks 43rd in the nation. Only 31.7% of Tennesseans hold a college degree, and only 24% hold a Bachelor's degree or higher (ACS, 2015) leaving almost 70% of the population without higher educational attainment (THEC, 2013). Even in high educational attainment counties, such as Williamson, where 61.1% of residents hold a college degree, there is still a significant portion of the population without higher education (THEC, 2013).

While current initiatives are underway in Tennessee to improve educational advancement, given current poverty rates and lower educational attainment, there is a continued need for social and economic services among Tennessee constituents. These factors will place greater demands on local non-profit, government, and community resources. In addition, greater poverty rates and declining incomes also impact the tax

base in which governments use to provide services. Due to these service considerations, the inclusion of socioeconomic diversity is essential to cultural competency and diversity discussions, and in fact, are often related to other characteristics, such as race, ethnicity, gender, and disability.

Sex & Gender

With each census, the split between males and females in the United States has remained consistent, approximately half of the population identifying as male and half identifying as female. In 2009-2013 estimates, females comprise 51% of Tennessee's total population (3.3 million). However, these 'half and half' figures over-simplify gender identity in the United States, as it excludes those that may identify as transgender. While numbers in the transgender community have proven more challenging to estimate, according to Gates (2014) approximately 0.3% of adults may identify as transgender. With recent events in the U.S., a discussion of transgender issues is underway. For public service delivery, this will become increasingly relevant.

Recent legislation in various states debating so-called "bathroom bills" (Steinmetz, 2015) are focused on providing gender-neutral bathroom facilities. In 2015, a high school in Louisville, Kentucky began allowing students to choose which traditional sex-segregated bathrooms more closely aligned with their current gender identity (Steinmetz, 2015). Several cities across the U.S., including West Hollywood, Seattle, and Washington, D.C, have taken action to ensure that gender-neutral restroom stalls are

available in public spaces, including city administrative buildings.

While cities like Seattle, Washington have instituted legislation requiring that "all public spaces, including city-owned buildings and private businesses" replace sex-segregated bathrooms with non-gender specific restrooms, other cities and states are fighting this type of legislation, including Tennessee (Askini, 2015) and Florida. A Tennessee State Representative recently announced the drafting of a 2016 bill for proposal that would prevent Tennessee schools from providing gender neutral bathrooms (Local Memphis.com, 2015). A Florida House committee passed legislation that would "make it a misdemeanor for anyone to knowingly enter a bathroom that didn't match the sex on their driver's license or passport" (Steinmetz, 2015).

However, in other states, efforts to prevent discrimination are being written into policy. In California, a bill has been proposed to prevent state contracts from being awarded to companies who deny benefits to transgender employees (Steinmetz, 2015). The City Council in Charlotte, North Carolina took up the vote on an ordinance to add sexual orientation, gender identity, and gender expression to the list of the city's protected characteristics (Yesenosky, 2015).

Sexual Orientation

Major population data resources, including the U.S. Census Bureau and the American Community Survey, do not calculate the estimated number of gay, lesbian or transgender individuals in the U. S. Independent researchers have attempted to

calculate this data based on various survey research. Survey data from the University of California-Los Angeles Williams Institute on Sexual Orientation Law and Public Policy is considered the most viable and accurate data estimate of this population (Leff, 2011). Gary Gates is the lead demographer in many of the think tank's studies, and he estimates that 1.7% of the U.S. population, aged 18 and over, or 4 million adults identify as gay or lesbian (Leff, 2011). A CDC study echoes similar numbers with 1.6% of adults identifying as gay or lesbian while 0.7% indicated they were bisexual (Ward, Dahlhamer, Galinsky, Joestl, 2013). Many advocates point out that these numbers are most likely an under-estimate and that numbers may go up as high as 5.6%, as there is still considerable stigma with LGBTQ identification (Gates, 2014).

While the city of Nashville already has employment protections for city LGBT workers, in 2011, the Metro Council in Nashville passed an additional measure to ensure discrimination protection from private employers that may contract with the city. However, immediately after this proposal, Governor Bill Haslam and lawmakers passed the ironically titled, Equal Access to Intrastate Commerce Act, which prevents Tennessee cities from incorporating any additional anti-discrimination laws that are more extensive than the state's (Fenton, 2011). At the time, 170 cities and counties across the country already had similar laws protecting LGBT workers (Woods, 2009).

Same-Sex Households in Tennessee

While there are concerns about the form of measurement used, the U.S. Census

Bureau did include questions and reported data on same-sex households in 2010 (Lofquist, 2011). According to the U.S. Census, there are approximately 594,000 same-sex households in the United States (Lofquist, 2011). Given the changing, but still ever-present stigma many LGBT members face, this number is most likely an underestimate. Gates (2013) has conducted an estimated analysis of Tennessee same-sex couples that will inevitably affect Tennessee public administrators. Gates (2013) estimates from the 2010 U.S. Census Bureau data that there are 10,898 same-sex couples in Tennessee with the majority being female (54%). One in five of these same-sex households have children under 18 in the home. One interesting finding in Gates' (2013) analysis of the data is that the median household income of same-sex households with children is half that of heterosexual married couples (\$32,584 and \$69,705 respectively).

In 2015, the U.S. Supreme Court recognized same-sex marriage across all fifty states after a lengthy court battle and numerous states enacting their own laws related to same-sex marriage. Multiple city officials and judges across the United States have refused or stepped down from their posts as they take the stance that issuing same-sex marriage licenses is a violation of their religious or moral beliefs (Blinder & Perez-Pena, 2015). Even in Tennessee, some lawmakers urged court clerks to deny same-sex marriage licenses (Sher, 2015b), and some county clerk offices discontinued issuing marriage licenses altogether in response to the Supreme Court decision (Sher, 2015b). In another high-profile case, a City Clerk in Kentucky was arrested for continuing to deny same-sex marriage licenses even after a Supreme Court injunction (Blinder & Perez-

Pena, 2015).

These recent controversies may overshadow data that suggest that same-sex marriage would bring an economic boost to Tennessee. In a study by O'Neill, Mallory, and Badgett (2014), they estimate that "extending marriage to same-sex couples in Tennessee would generate an estimated \$36.7 million in spending to the state economy" (p. 1). The calculations behind these numbers estimate that if half of the 10,898 same-sex couples living in Tennessee choose to marry (based on patterns in Massachusetts within a 3-year period) this would bring in \$23.5 million in revenue to the state even in the first year.

While there is still evidence of social and cultural resistance to gay and lesbian individuals, as well as same-sex marriage, the reality is that anti-discrimination measures that protect the LGBT community will continue to force public administrators to put value judgments aside in the course of their work.

Religion

The predominant religious denomination in the U.S., as well as Tennessee, is Christianity, with most adherents representing Protestant and Catholic denominations. Tennessee's demographic profile is predominantly Protestant with 73% % of Tennessee's residents identifying as either Evangelical (52%), Mainline (13%), or Historically Black (8%) Protestant (Pew, 2014). Six percent identify as Catholic and 3% of the population is identified under Non-Christian faiths, such as Hindu, Islam, and

Buddhism (Pew, 2014). Even with such commonalities in religion, Tennessee cities have had to play referee between various religious groups. In particular, community tensions surrounding Muslim communities and practices have been at the forefront of some of these issues.

In Murfreesboro, Tennessee, a situation that has made national headlines, involves the controversy surrounding the building of the Islamic Center of Murfreesboro. With various legal actions from residents opposed to the construction and existence of the center, this controversy has cost the county over \$343,000 in legal fees (Ohlheiser, 2014). In connection with this issue, in 2015, accusations that Muslim dominated communities in Tennessee are "allegedly unwelcoming" has sparked legislation around eliminating "no-go zones," which are essentially areas described as "contiguous geographical area[s] consisting of public space or privately owned public space where community organizing efforts systematically intimidate or exclude the general public or public workers from entering or being present within the area" (Craven, 2015). While the official wording in this legislative effort is somewhat ambiguous, many charge that Muslim communities have not been unwelcoming to others in the community, and that in fact, many view this legislation as anti-Muslim and a reflection of growing resistance to the expanding Muslim community in Murfreesboro, Tennessee.

RESEARCH METHODOLOGY

The primary goals of this research are to explore 1) current diversity training initiatives in Tennessee municipalities, 2) existing service delivery efforts that serve diverse constituents in Tennessee municipalities, and 3) future diversity-related training and resources that would enhance service delivery efforts to diverse constituents within Tennessee municipalities. To meet these goals, the researcher acquired data that will ideally direct effective practices, programming, and initiatives to prepare Tennessee municipal employees and leaders with the tools and resources to effectively serve diverse constituents. Through this research exploration, it is hopeful that Tennessee municipalities can better prepare to serve a diverse public.

Research Questions

Based on the literature review and overall purpose of this study, the research questions and hypotheses align with the three primary goals of this research. Outlined in Table 2, Table 3, and Table 4 are research questions that correspond with these primary goals.

Table 2: Research Questions for Current Diversity Training, Staff, and Resources

CURRENT DIVERSITY TRAINING, STAFF, AND RESOURCES WITHIN TENNESSEE MUNICIPAL GOVERNMENTS	
RESEARCH GOAL 1: Identify current diversity training initiatives within Tennessee municipalities that prepare local government employees to serve diverse populations.	
RESEARCH QUESTIONS	
R1	Are there differences in staff responsible for diversity related programming or services within Tennessee municipalities and 1) population size, 2) Tennessee grand region, 3) form of municipal government, (4) number of municipal staff?
R2	Are there differences in whether diversity training is provided to Tennessee municipal governments based on 1) population size, 2) Tennessee grand region, 3) form of municipal government, (4) number of municipal government staff?
R3	If diversity training is offered, how do diversity training categories covered by Tennessee municipal governments vary based on 1) population size and 2) Tennessee grand region?

Table 3: Research Questions for Future Diversity-Related Training & Resources

FUTURE DIVERSITY-RELATED TRAINING AND RESOURCES WITHIN TENNESSEE MUNICIPAL GOVERNMENTS	
RESEARCH GOAL 2: Identify future diversity related training and resources most beneficial to the municipality in serving diverse constituents.	
RESEARCH QUESTIONS	
R4	Based on perceived future service needs, which diversity training categories do Tennessee municipal governments prefer to focus on in the future and how do these vary based on 1) population size and 2) Tennessee grand region?
R5	In what formats do Tennessee municipal governments prefer future diversity training opportunities and how do these vary by 1) population size, 2) Tennessee grand region, and 3) number of municipal staff?
R6	Which diversity-related resources are preferred by Tennessee municipal governments and how do these vary by 1) population size, 2) Tennessee grand region, and 3) number of municipal staff?

Table 4: Research Question for Current Service Delivery Efforts

CURRENT SERVICE DELIVERY EFFORTS WITHIN TENNESSEE MUNICIPAL GOVERNMENTS	
RESEARCH GOAL 3: Identify existing service delivery efforts that serve diverse local constituents in Tennessee municipalities (e.g. language materials, etc.)	
RESEARCH QUESTION	
R7	In what forms are current service delivery efforts provided for diverse groups in Tennessee municipalities and how do these vary by 1) population size, 2) Tennessee grand region, and 3) number of municipal staff?

Quantitative Research Design

A quantitative research design was used to explore the extent of diversity-related practices, programs, training, and resources that may enhance service delivery to constituents across Tennessee cities and communities. In order to reach a greater number of municipal officials, a quantitative survey was determined as the ideal 'starting point' in understanding current diversity-related initiatives across Tennessee municipalities, as well as understand the local government's future needs in working with diverse constituents.

An online exploratory survey was used to determine the extent of current diversity initiatives across Tennessee municipal governments, existing service delivery efforts that primarily affect diverse constituents, and assess preferences for future training and resources within the municipality to help serve diverse constituents. This survey examined differences and similarities in diversity-related practices between municipalities based on population size, Tennessee grand region, number of municipal staff, and municipal form of government. See Appendix C for full text of survey.

Quantitative data collected through an online survey distributed to Tennessee municipal government administrators, directors, human resource representatives, council members, elected officials, and non-managerial staff was used for this research. The instrument for this study was modeled after a survey (see Appendix B) designed to assess diversity management practices in Pennsylvania hospitals (Weech-Maldonado,

Dreachslin, Dansky, & et al., 2002). The original survey focused on race, ethnicity, and cultural competency in hospital settings; however, the researcher adapted the instrument to reflect a broader definition of diversity that included additional categories from the literature as well as the United States Equal Employment Opportunity Commission (EEOC, 2015). The survey was also customized to reflect Tennessee municipal-focused items, such as common forms of government, relevant population sizes, and primary geographic regions. The updated online survey questionnaire sought to solicit responses that would address the research questions previously outlined in this chapter (see Appendix C for adapted survey distributed to municipalities).

Research Role of Municipal Technical Advisory Service [MTAS]

To many the term 'diversity' is a sign of societal progress, but it can also be a sensitive subject, not only to individuals, but organizations as well. Due to historical challenges to affirmative action policies, many individuals remain resistant to diversity discussions, training, and perceived 'forced' diversity-related programming or initiatives (Rice, 2010a). Given the potential for sensitivity or resistance to this research in assessing diversity-related programs and practices across Tennessee cities, the researcher sought the support of the Municipal Technical Advisory Service (MTAS). MTAS is one of several agencies housed under the University of Tennessee's Institute for Public Service. MTAS advised the researcher on the most relevant questions for municipalities and provided assistance in the facilitation and distribution of the survey.

Founded in 1949, MTAS was founded by the Tennessee General Assembly as a consulting firm to serve all incorporated cities and municipalities in Tennessee (MTAS, 2012). MTAS “provides technical assistance to cities and towns across the state: their governing bodies, mayors, city managers, city recorders, and city department heads” (MTAS, 2012). MTAS offers prepaid services to cities across Tennessee that include consulting and training services for finance, accounting, human resources, information technology, legal assistance, municipal management, performance measurement, public safety, public utilities, public works, and other types of training (MTAS, 2012a). Since MTAS is equally as interested as the researcher in determining the level of diversity related training, policies, and programs across Tennessee cities, the researcher requested that MTAS provide assistance throughout this research project in the following ways:

- Provide feedback on the survey instrument before distribution to municipal leaders and employees
- Provide the researcher with a list of available municipal employee emails in which to distribute the online survey
- Allow the researcher to state on all research and survey documents that MTAS approves and sponsors the research to ensure a greater survey response rate from participants.

Given the level of experience in working with Tennessee cities, the researcher utilized the perspective and feedback of the MTAS representatives to determine the most

relevant questions for the survey instrument.

Because MTAS is a respected agency across Tennessee municipalities and in order to increase the likelihood of more survey responses, the researcher was able to use the MTAS logo, as well as an opening letter from Jim Thomas, current director of MTAS, to distribute the online survey through email. Between the researcher and MTAS, as well as frequent consultations with the dissertation committee, the survey instrument went through approximately eight months of revisions.

Research Population

A total of 41,839 municipal employees work within 365 cities in Tennessee. However, a smaller population of municipal government leaders—mayors, vice-mayors, city managers, city administrators, council members, elected officials, human resource representatives, and department directors were deemed a more manageable and appropriate survey population, as they potentially have more knowledge of diversity-related practices and service delivery efforts or are at least in the position to influence those decisions. MTAS provided the researcher with a list of 3,419 Tennessee municipal government administrators and staff; however, only 1,966 of the names included email addresses. Throughout several weeks of follow-up investigation, the researcher gathered an additional 461 email addresses, for a total of 2,427 emails in the initial survey distribution. While not all Tennessee municipalities include the following positions, the email distribution list of municipal employees included: mayors, vice-

mayors, directors (e.g. public works, library, parks, sanitation, engineering, finance, parks and recreation, etc.), police and fire chiefs, county clerks, city court clerks, city recorders, city attorneys, city judges, and human resource professionals.

Survey Distribution

After Tennessee State University IRB approval (see Appendix A), the survey was piloted to approximately 50 respondents that included city administrators, government workers, statisticians, academic researchers, and private industry employees specializing in communication. After revisions from the pilot, the survey was again presented to MTAS and the researcher's dissertation committee for final approval before distribution. The first survey distribution was launched on March 26, 2015.

The researcher used an email marketing service to distribute the survey, which allowed respondents to opt out of the emailed survey distribution. This service also allowed the researcher to track the delivery of surveys throughout the distribution cycle. The email marketing service also tracked the bounced and opt-out emails for each email distribution.

In the first distribution of the survey on March 26, 2015, only 2,078 emailed surveys were received with 347 not received/bounced. The survey was distributed an additional three times after the first round of distribution. The email marketing service tracked and filtered bounced and opt-out emails with each subsequent email distribution. The final round of surveys was emailed on May 7, 2015 for a total of four

survey email distributions and six weeks of survey availability. By the final email distribution, only 1,997 surveys were received after accounting for all bounced emails and opt-outs. Table 5 below outlines the email distribution dates and emails received.

Table 5: Survey Distribution Timeline and Population of Emails Received

Email Distribution	Date	Number of Emails Sent	Number of Emails Received
1	March 26, 2015	2,427	2,078
2	April 8, 2015	2,118	2,032
3	April 28, 2015	2,089	2,002
4	May 7, 2015	2,035	1,997
Average number of emails received from all four mailings			2,027

For purposes of determining the research population based on surveys received by respondents, the researcher used 2,027 as an average number of emails actually received, even though two email distributions indicate that less respondents received the survey. This number may also account for those that opted out of the email distribution reminders after taking the survey.

Qualtrics, an online survey software tool, was used for survey construction and administration. According to Qualtrics, 526 respondents started the survey; however, 45 did not answer any questions, and an additional 78 answered only the initial demographic questions. The survey began with demographic questions related to city size, Tennessee grand region, form of government, number of staff, and urban proximity. In combined survey leavers, one hundred and twenty-three (123)

respondents left the survey before first diversity related question, which asked the following, *“As part of their full or part-time duties, does the municipality have designated staff responsible for diversity related programming or services?”* Perhaps participants did not know the answer to this question or were not interested in completing the survey based on the first item. An additional 15 participants dropped out after Question 2, which asked, *“Which of the following departments or agencies provide diversity training or resources to municipal employees?”* The researcher does consider it significant that 123 respondents dropped out by the first survey item, and an additional 15 respondents left the survey by the second question item. Most of the survey leavers on questions 1 and 2 were from municipal population sizes of 2,000-7,999, as well as 15,000-99,999. Respondents from the East Tennessee region were more likely to leave the survey on these first two questions than respondents in West or Middle Tennessee.

While 138 respondents chose to leave the survey, based on several online survey sample size calculators that calculate statistically reliable sample rates, the appropriate sample size for a population of 2,027 with a confidence level of 95% and a margin of error of 5% is 324, which represents a 16% response rate (Creative Research Systems, 2012; Survey Monkey, 2015). Three hundred and eighty-eight cases (N=388) were loaded into SPSS as a final data count after eliminating 138 cases due to lack of sufficient responses or not providing information at all. Three hundred and eighty-eight cases (N=388) represents a 19% response rate for this survey, which is considered valid with a confidence level of 95%. While this response rate is not ideal, given the number of

weeks the survey was open and the support of MTAS, the researcher concludes that perhaps the survey topic of diversity or some respondents not knowing the answer to many of the questions factored into the lower response rate.

Statistical Analysis Methods

The unit of analysis is Tennessee municipal administrators and staff. Concerns of non-independence are relevant to this study, as multiple administrators from the same municipality may have answered survey items differently. While this may result in a level of inaccuracy related to survey questions focused on current diversity training and service delivery, it will also enhance knowledge of other survey items, such as diversity-related future training and resource preferences, as a wider variety of municipal employee perspectives are included in the assessment. The following statistical methods were used to evaluate the data: descriptive statistics, Chi-Square tests of significance, cross-tabulation, one-way ANOVA, binomial logistic regression, ordinal logistic regression, and multinomial logistic regression. Full statistical results and tables are located in Appendix D of this report.

FINDINGS, ANALYSIS, AND DISCUSSION

The following sections outline the data findings from the electronic survey distributed to 2,027 Tennessee municipal employees and administrators from March-May 2015. The original title of the survey approved through Tennessee State University's Institutional Review Board on January 27, 2015 was entitled, *Ensuring Effective Municipal Service Delivery to Diverse Constituencies: Preparing Tennessee Cities to Serve Changing Communities* (see Appendix A). However, the survey title was shortened to *Effective Service Delivery for Tennessee's Changing Communities* by the first distribution date.

Survey Respondent Demographics

Three hundred and eighty-eight (N=388) respondents initiated the survey, however, not all respondents completed the demographic items, as they were included at the end of the survey. Demographic responses range only from 281 to 286 respondents. A summary of all respondent demographic characteristics is included in Table 6.

On the gender item, 281 respondents selected either male or female (with 107 not responding). Of the 281 respondents that answered, 53.7% of respondents were

male, and 46.2% were female.

The age of respondents, with seven possible categories, was also assessed with 285 respondents answering the survey item. No respondents selected the youngest age category (24 and under), which indicates that all survey respondents were 24 and over, and only one selected 75 and over. The majority of respondents (74%) were between the ages of 45-64 years old.

Most respondents received a Bachelor's or Master's degree (48.9%) but a significant portion (40%) received either a high school or equivalency or only some college with no higher education degree.

The race of respondents was overwhelmingly White/Caucasian with 94.3% respondents indicating this racial demographic. Eleven respondents chose Black or African-American. Between the other racial categories, neither Asian or American Indian or Alaska Native was chosen. Among the selections of Native Hawaiian or Pacific Islander, some other race, and two or more races categories, only 5 respondents selected either of these categories. Respondents were overwhelmingly not of Hispanic origin (98.5%) with only four respondents selecting Hispanic, Latino, or Spanish origin.

Table 6: Percent of Survey Respondents by Demographic Variables

PERCENT OF SURVEY RESPONDENTS BY DEMOGRAPHIC VARIABLES	
GENDER (n=281)	
Male	53.7
Female	46.2
AGE (n=285)	
24 & under	0
25-34	.02
35-44	13.6
45-54	35.7
55-64	38.5
65-74	.10
75 & over	0
EDUCATION (n=286)	
Some High School	0
High school graduate or equivalency	13.2
Some college, no degree	26.9
Associate's degree, occupational	.03
Associate's degree, academic	.04
Bachelor's degree	30.7
Master's degree	18
Doctoral Degree/J.D./M.D.	.03
RACE (n=282)	
White/Caucasian	94.3
Black or African-American	.04
American Indian or Alaska Native	0
Asian	0
Native Hawaiian or Pacific Islander	0
Some other race	0
Two or more races	0
HISPANIC ORIGIN (n=285)	
Not of Hispanic, Latino, or Spanish Origin	98.5
Of Hispanic, Latino, or Spanish Origin	.01

Municipal Characteristics of Respondents

Out of 388 respondents that completed the municipal characteristics section at the beginning of the survey, most self-identified as being in a rural (38.5%) or mixed rural/suburban (30.5%) area. Only 9.1% of survey respondents identified their municipality as urban. This item asked respondents to self-identify their municipality to urban proximity, which may be prone to inaccuracies. Because of a greater potential for inaccuracies in reporting, this variable was excluded from the research analysis. Within Tennessee grand region, most respondents indicated their municipality was in Middle Tennessee (44.8%), followed by East (32.1), and West (23.1).

Based on population size, more respondents identified their municipality as having 2,000-3,999 people (28%), followed by 8,000-14,999 people (19.9%). Seven (7%) percent identified their municipality as having less than 2,000 people and on the opposite end of the spectrum, 17.4% indicated their municipality had more than 100,000 people. Memphis, Nashville, Clarksville, Chattanooga, Knoxville, and Murfreesboro are the only Tennessee cities with over 100,000 in population (U.S. Census, 2010a). Almost thirty-four (33.9%) percent of respondents indicated their municipality had less than 29 employees, and 33.2% indicated the municipality had between 100-499 employees.

Respondents were also asked to identify the form of municipal government in which they are employed. Most respondents indicated council/manager (33.6%),

followed by 28.9% indicating strong-mayor form. The majority of the respondents (55.1%) indicated they held a director/department head/other manager role.

Respondents who indicated they were a city manager/administrator totaled 19.7%, and only 4.7% of respondents indicated they held the position of mayor. Thirteen-percent (13%) of respondents indicated their position as non-managerial staff.

A summary of all respondent municipal characteristics is included in Table 7.

Table 7: Percent of Respondents by Municipal Characteristics

PERCENT OF RESPONDENTS BY MUNICIPAL CHARACTERISTICS (N=388)	
URBAN PROXIMITY OF JURISDICTION	
Rural	38.5
Mixed Rural/Suburban	30.5
Suburban	10.7
Mixed Suburban/Urban	11.2
Urban	9.1
POPULATION SIZE	
More than 100,000 people	17.4
15,000-99,999 people	12.4
8,000-14,999 people	19.9
4,000-7,999 people	15.3
2,000-3,999 people	28.0
Less than 2,000 people	7.0
TENNESSEE GRAND REGION	
West Tennessee	23.1
Middle Tennessee	44.8
East Tennessee	32.1
FORM OF MUNICIPAL GOVERNMENT	
Weak-Mayor	17.7
Strong-Mayor	28.9
Council/Manager	33.6
Council/Administrator	13.8
Metropolitan	2.9
Do not know	3.1

MUNICIPAL GOVERNMENT ROLE	
Mayor	4.7
City Manager/Administrator	19.7
Director/Department Head/Other Manager	55.1
Council Member	1.8
Other Elected Official	1.6
Human Resources Professional	4.2
Non-Managerial Staff	13.0
MUNICIPAL STAFF	
0-9 employees	16.3
10-29 employees	17.6
30-49 employees	7.0
50-99 employees	14.5
100-299 employees	22.3
300-499 employees	10.9
500-999 employees	5.4
1,000 or more employees	6.0

Staff Responsible for Diversity Related Programming or Services

For the first survey question, respondents were asked, *As part of their full or part-time duties, does the municipality have designated staff responsible for diversity related programming or services?* Respondents selected from *yes, no, or not sure* as possible responses. A fill-in blank to indicate the number of staff members responsible for diversity-related programming or services was also included in the survey item.

Three forms of statistical analysis (cross-tabulations, Chi-Square Tests of Independence, and binomial logistic regression) were performed to determine if there is a relationship between 1) municipal population, 2) Tennessee grand region, 3) municipal government form, 4) number of municipal staff and whether part-time or full-time staff

members in the municipality have designated responsibilities for diversity-related programming or services (dependent variable). This analysis was used to evaluate the following research question:

Research Question 1: Are there differences in staff responsible for diversity related programming or services within Tennessee municipalities and 1) population size, 2) Tennessee grand region, 3) form of municipal government, (4) number of municipal staff?

Findings: Staff Responsible for Diversity-Related Programming or Services

Only 99 respondents indicated they had any staff responsible for diversity-related initiatives. Ninety-four (94) respondents indicated they 'did not know,' and 192 respondents indicated they did not have any staff designated for diversity initiatives. Based on the survey results and statistical analysis, there is a connection between staff responsible for diversity related programming or services within Tennessee municipalities and **population size, Tennessee grand region, and number of municipal staff**. Not surprisingly, higher population groups and higher numbers of municipal government staff are more likely to report diversity staff designations. Middle and East Tennessee grand regions were more likely to report diversity staff designations than West Tennessee.

Form of municipal government is not significant in whether or not a municipality has diversity-designated staff although there are patterns. Through a review of within

group differences through cross-tabulation, Council/Manager and Metropolitan government forms are more likely to report that a staff member is responsible for diversity-related programming or services. A summary of the Chi-Square Tests of Significance and cross-tabulation patterns are included in Table 8.

Table 8: Staff Responsible for Diversity Initiatives in Municipalities

Staff Responsible for Diversity Initiatives in Municipalities				
	Population <i>n</i> = 289	TN Grand Region <i>n</i> = 289	Government Form <i>n</i> = 288	Number of Staff <i>n</i> = 291
Chi-Square Results	$\chi^2 = 28.616$, <i>df</i> = 3, <i>p</i> = .000	$\chi^2 = 15.041$, <i>df</i> = 2, <i>p</i> = .001	$\chi^2 = 6.878$, <i>df</i> = 5, <i>p</i> = .230	$\chi^2 = 36.244$, <i>df</i> = 7, <i>p</i> = .000
Cross-Tab Patterns	Higher population groups more likely to report diversity staff designations.	Middle and East regions more likely to report diversity staff designations.	Council/Manager and Metropolitan more likely to report diversity staff designations.	Higher numbers of government staff more likely to report diversity staff designations although some groups had higher than expected likelihoods.

**Orange text indicates significance for municipal characteristic.*

Binomial logistic regression results indicate that **Tennessee grand region** and **number of municipal staff** are more significant in predicting whether a municipality has designated staff responsible for diversity-related programming or services. Odds ratios, Exp(B) indicate that municipalities with 300 or more employees are 4.3 times more likely to have diversity designated staff municipalities than those with less than 29 employees (see Table 20 in Appendix D for statistical analysis tables).

All regions of Tennessee show significance in having diversity designated staff, but the East and West regions show particularly high significance through Wald statistics. The West region, it should be noted, indicated only 10 diversity staff designations (compared to 45 in Middle Tennessee and 43 in East Tennessee).

Diversity Training Provided to Municipalities

Several questions were combined and analyzed from the survey to provide data on whether diversity training is offered in the municipality. An initial draft of the survey included a question that directly asked if diversity training was provided in the municipality (respondents could select *yes*, *no*, *not sure*); however, the question was removed as it was thought to be answered in subsequent responses. Two survey items that asked to respondents to indicate 1) if diversity training is provided by internal or outside agencies, as well as whether 2) diversity training is provided to three employee levels (top-level administrators, directors, and non-managerial staff) were converted into a new variable that indicated diversity training offered within a municipality.

Three forms of statistical analysis (cross-tabulations, Chi-Square Tests of Independence, and binomial logistic regression) were performed to determine if there is a relationship between 1) municipal population, 2) Tennessee grand region, 3) municipal government form, 4) number of municipal staff and whether diversity training is provided in the municipality. This analysis was used to evaluate the following research question:

Research Question 2: Are there differences in whether diversity training is provided to Tennessee municipal governments based on 1) population size, 2) Tennessee grand region, 3) form of municipal government, and (4) number of municipal government staff?

Findings: Diversity Training Provided to Municipalities

Based on the survey results and statistical analysis, there is a connection between diversity training provided within Tennessee municipal governments and **population size** and **number of municipal government staff**. Based on the researcher's, as well as MTAS expectations, lower population groups were less likely to report diversity training, and within population group four (>100,000 people), all reported offering some type of diversity training. Higher numbers of municipal staff within the municipality was also connected to diversity training being provided.

Although there are patterns, **Tennessee grand region** and **form of municipal government** are not significant in the findings. There were no major differences in Tennessee grand region although in reviewing group differences through cross-tabulation, Middle and East Tennessee regions were more likely to report providing diversity training than West Tennessee. Weak-mayor forms were less likely to report diversity training being provided within the municipality, but in general, there were no significant differences within municipal government forms. A summary of the Chi-Square Tests of Significance and cross-tabulation patterns are included in Table 9, and a summary of statistical results is located in Table 21, Appendix D.

Table 9: Diversity Training Provided in Municipalities

Diversity Training Provided in Municipalities				
	Population N=303	TN Grand Region N=303	Government Form N=301	Number of Staff N=304
Chi-Square Results	$\chi^2 = 30.343, df = 3, p = .000$	$\chi^2 = 1.807, df = 2, p = .405$	$\chi^2 = 9.748, df = 5, p = .083$	$\chi^2 = 28.100, df = 7, p = .000$
Cross-Tab Patterns	Group one (lower population) was more likely to report <i>no diversity training provided</i> , middle population groups more likely to report some provided. Population group four, all respondents reported providing diversity training.	No major differences (no significance). Middle and East regions more likely to report providing diversity training.	No major differences (no significance). Weak-mayor forms less likely to report diversity training is provided.	Higher numbers of government staff more likely to report providing diversity training.

Binary logistic regression was performed to determine whether the independent variables of Tennessee grand region, municipal government form, and number of municipal staff are predictors of whether or not a municipality provides diversity training through either internal or external agencies or departments. In other words, *do certain municipal characteristics increase or decrease the probability of diversity training provided to municipalities?*

Regression results statistics indicate that the number of government staff significantly predicts diversity training offered in a municipality. Odds ratios, Exp(B) indicate that municipalities with 30-99 employees are 2.5 times more likely to offer diversity training, municipalities with 100-299 employees are 4.3 times more likely, and municipalities with 300 or more employees are 4 times more likely to offer diversity training in some form than municipalities with less than 29 employees. Table 21 (see

Appendix D) provides a summary of logistic regression results predicting diversity training offered in Tennessee municipalities.

Providers of Diversity Training

Respondents were asked the following as survey question two, *Which of the following departments or agencies provide diversity training or resources to municipal employees?* The following diversity training providers were offered as choices (if diversity training is available in the municipality): *internal human resources, other internal employees, outside agencies, or MTAS*. Respondents could also select *not applicable* or *not sure*. More than half of respondents indicated some department or agency provided diversity training or resources, and most indicated that either MTAS or internal human resources provided these services (see Table 10).

Table 10: Diversity Training Providers Among Municipalities

PROVIDER	FREQUENCY	PERCENTAGE (N=388)
Internal Human Resources	132	34%
Other Internal Employees	37	9.5%
Outside Agency	76	19.6%
MTAS	126	32.5%
More than one provider*	252	64.9%

**If respondents selected more than one of the diversity training providers.*

Nature and Frequency of Diversity Training Among Employee Levels

Survey respondents were asked to indicate whether top-level municipal officials and administrators, directors and department heads, as well as non-managerial staff received voluntary or mandatory diversity training (or none at all). Total numbers of those responding that voluntary or mandatory diversity training was provided are inconsistent with responses of training frequency, which was a follow-up question on the survey. Due to this survey design issue, there are validity concerns related to the responses of diversity training frequency. What can be determined from the data is that most respondents were unclear on the frequency of diversity training among all levels or did not answer the survey item. In addition, recorded responses do indicate that most diversity training is offered or targeted toward directors/department heads/other managers within the municipality. Responses indicate less diversity training overall for non-managerial staff. Summaries of the frequency distributions for voluntary or mandatory diversity training and frequency of training for municipal employee levels are included in the Tables 11 and 12, and Figures 1 and 2 below:

Table 11: Diversity Training Among Municipal Employee Levels

VOLUNTARY OR MANDATORY DIVERSITY TRAINING AMONG MUNICIPAL EMPLOYEE LEVELS				
	No Diversity Training	Voluntary	Mandatory	Total Indicating Voluntary or Mandatory Diversity Training
Top Level Municipal Officials and Administrators	122	143	79	222
Directors/Department Heads/Other Managers	122	122	112	234
Non-Managerial Staff	146	110	91	201

Figure 1: Diversity Training Among Municipal Employee Levels

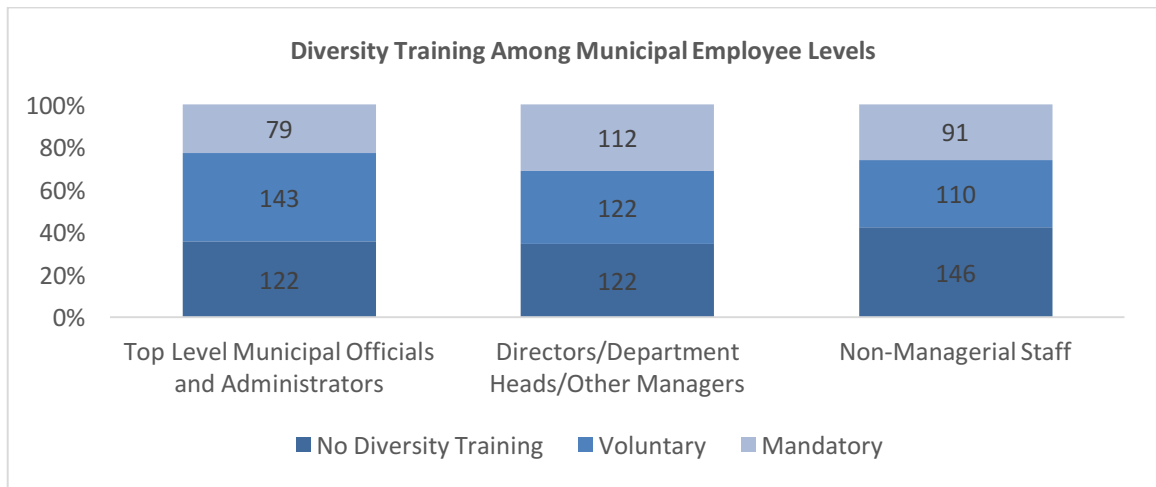
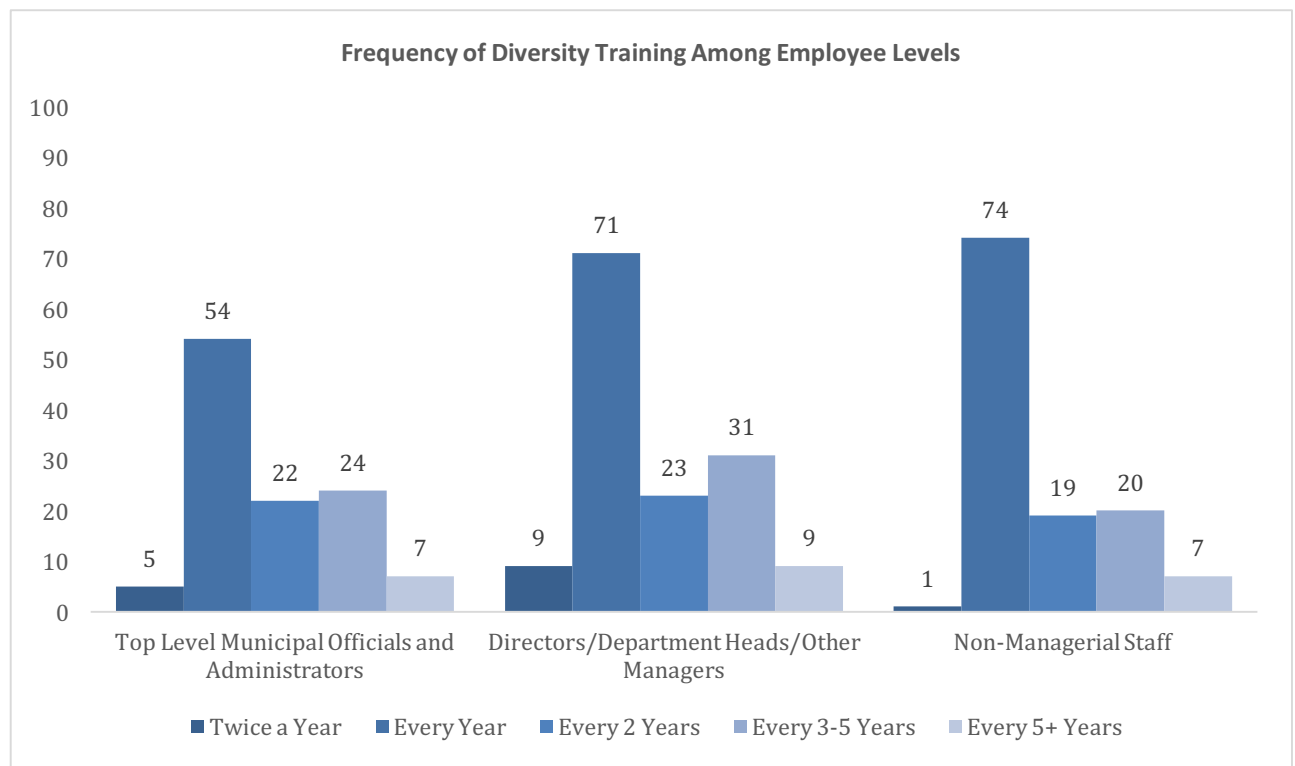


Table 12: Frequency of Diversity Training Among Employee Levels

FREQUENCY OF DIVERSITY TRAINING AMONG MUNICIPAL EMPLOYEE LEVELS								
	Twice a Year	Every Year	Every 2 Years	Every 3-5 Years	Every 5+ Years	TOTAL	NA/NA	Missing
Top Level Municipal Officials and Administrators	5	54	22	24	7	112	118	155
Directors/Department Heads/Other Managers	9	71	23	31	9	143	122	123
Non-Managerial Staff	1	74	19	20	7	121	141	123

Figure 2: Frequency of Diversity Training Among Employee Levels

Current Diversity Training Categories within Municipalities

If diversity training is offered, respondents were asked to select any and all of the diversity categories covered in the training. The survey question asked, *If diversity training is available in the municipality, which of the following categories are covered? (CHECK ALL THAT APPLY)*. The diversity categories respondents could select from included: *age, disability, economic/income status, education level, language, national origin, race, religion, sex/gender, sexual orientation*. Three forms of statistical analysis (cross-tabulations, Chi-Square Tests of Independence, and binomial logistic regression) were performed to determine if there is a relationship between current diversity training categories covered in Tennessee, if diversity training is offered, and 1) population and 2) Tennessee grand region. This analysis was used to evaluate the following research question:

Research Question 3: If diversity training is offered, how do diversity training categories covered by Tennessee municipal governments vary based on 1) population size and 2) Tennessee grand region?

Findings: Current Diversity Training Categories

Based on the survey results and statistical analysis, there is a connection between the following current diversity training categories provided within Tennessee municipal governments and **population**: *race, disability, age, sex/gender*. In addition,

there is also a connection between the following current diversity training categories provided within Tennessee municipal governments and **Tennessee grand region**: *national origin, religion, and language*.

In reviewing the cross-tabulation analysis of various population groups and current diversity training categories, all of the following diversity training categories were more likely to be offered with higher population groups (groups three and four) than lower population groups, particularly group one: *age, disability, national origin, race, sex, sexual orientation, religion, education, and language*. However, population group one was more likely to indicate offering *economic/income status* training compared to all other groups.

Chi-Square Tests of Independence were also performed for each currently offered diversity training category and Tennessee grand region. The three categories of Tennessee grand region are West, Middle, and East Tennessee. There was a significant relationship between Tennessee grand region and the following currently offered diversity training categories: *national origin, religion, and language*.

In reviewing the cross-tabulation analysis of Tennessee grand region and current diversity training categories, all of the following diversity training categories were more likely to be offered in the middle Tennessee region: *age, disability, national origin, race, sex, sexual orientation, religion, and language*. However, West Tennessee was more likely to offer *economic/income status* and *education* training compared the Middle and East Tennessee regions.

Binomial logistic regression was performed to determine whether the independent variables of population and Tennessee grand region are predictors of whether particular diversity training categories are currently offered in a municipality. Based on statistical results, **population** is a predictor of the following diversity training categories being offered: *race, disability, age, sex/gender, sexual orientation, and national origin*. **Tennessee grand region** is a predictor of *race, national origin, religion, and language* offered as diversity training categories. Race was significant in both population and region. *Sexual orientation* and *national origin* were only significant among population group four (100,000 or more people). Neither population nor region were significant predictors of the *economic/income status* or *education level* categories. A summary of statistical results is included in Table 22, Appendix D, and a summary of overall patterns and frequencies are included in Table 13.

Table 13: Current Diversity Training Categories within Municipalities

Current Diversity Training Categories Within Municipalities						
Rank	Category	Frequency	Percent indicating category is offered (n=180)	Population (Statistical Significance)	TN Grand Region (Statistical Significance)	Patterns
1	Race	140	77.8	✓	✓	<ul style="list-style-type: none"> Population groups 3 & 4 more likely to offer. Middle Tennessee more likely to offer.
2	Disability	135	75.0	✓	No	<ul style="list-style-type: none"> Population group 4 more likely to offer. No difference across region.
3	Age	134	74.4	✓	No	<ul style="list-style-type: none"> Population groups 3 & 4 more likely to offer. No difference across region.
4	Sex/gender	125	69.4	✓	No	<ul style="list-style-type: none"> Significant across all population groups. No difference across region.
5	National Origin	107	59.4	✓	✓	<ul style="list-style-type: none"> Population group 4 more likely to offer. Middle and West Tennessee more likely to offer.
6	Religion	103	57.2	No	✓	<ul style="list-style-type: none"> Middle and West Tennessee more likely to offer, particularly Middle.
7	Language	84	46.7	No	✓	<ul style="list-style-type: none"> Middle and West Tennessee more likely to offer, particularly Middle.
8	Sexual Orientation	76	42.2	✓	No	<ul style="list-style-type: none"> Only population group 4 was more likely to offer.

9	Economic/ Income Status	65	36.1	No	No	<ul style="list-style-type: none"> • No difference or significance across region or population. • Frequency distributions indicate offered less across all population groups and regions.
10	Education Level	41	22.8	No	No	<ul style="list-style-type: none"> • No difference or significance across region or population. • Frequency distributions indicate offered less across all population groups and regions.

**Rank based on percentage indicating category is offered if training is provided.*

Future Diversity Training Categories within Municipalities

Survey respondents were asked to select the diversity training categories preferred for future trainings based on projected demographic changes and service needs through the following survey item: *Based on future service needs, please indicate which of the following diversity categories you think the municipality should focus on in the future. (CHECK ALL THAT APPLY).* The diversity training categories offered as selections were the same as listed in the current diversity category survey item, and included: *age, disability, economic/income status, education level, language, national origin, race, religion, sex/gender, sexual orientation.*

Three forms of statistical analysis (cross-tabulations, Chi-Square Tests of Independence, and binomial logistic regression) were performed to determine if there is a significant relationship between future diversity training categories covered in Tennessee and 1) population and 2) Tennessee grand region. This analysis was used to evaluate the following research question:

Research Question 4: Based on perceived future service needs, which diversity training categories do Tennessee municipal governments prefer to focus on in the future and how do these vary based on 1) population size and 2) Tennessee grand region?

Findings: Future Diversity Training Categories

The researcher was highly interested in whether certain diversity training categories, such as national origin, language, or sexual orientation, would be preferred for future inclusion in diversity trainings based on projected population needs. In many ways, this question aimed to understand how municipalities interpreted their respective municipality's future demographic changes and how best to serve those constituents. Based on the survey results and statistical analysis, there is a connection between the following current diversity training categories provided within Tennessee municipal governments and **population**: *language, economic/income status, race, education level, national origin, sex/gender, sexual orientation, religion*. Although there are patterns, **population** is not significant in the preference for *age* and *disability* diversity training categories, as all population groups indicated a high level of future preference for offering these training categories. Based on the survey results and statistical analysis, there is no connection between future diversity training category preferences and Tennessee grand region.

All of the following future diversity training categories were more likely to be preferred among higher population groups (groups three and four) than lower population groups: *national origin, sexual orientation, sex/gender, language, religion, race*. *Economic/income status* was more likely to be preferred by groups one and four and *education level* was more relevant to groups two and four. *Age* and *disability*

preferences were relatively close across all population groups.

Statistical analysis was also performed for each future preferred future diversity training category and Tennessee grand region. The three categories of Tennessee grand region are West, Middle, and East Tennessee. There was no significant relationship between Tennessee grand region and future diversity training categories. However, in reviewing the cross-tabulation analysis of Tennessee grand region and preferred future diversity training categories, all of the following diversity training categories were more likely to be preferred in the middle Tennessee region: *national origin, sexual orientation, sex, race, and religion*. *Age and disability* were close in preference percentages across all Tennessee grand regions. West and East Tennessee were more likely to prefer *economic/income status* and *education* as future training categories compared to the Middle Tennessee region. Language showed a higher percentage of being preferred as a future diversity training category in East Tennessee as opposed to Middle and West Tennessee.

Age and disability are not significant future diversity training categories in relation to population or region. *Language, economic/income status, race, education level, national origin, sex/gender, sexual orientation, and religion* are significant only in relation to population. The relationship between Tennessee grand region and future diversity training categories is not significant. Significant results from both the Chi-Square Tests of Significance, as well as the binary logistic regression results, are included in Table 23, Appendix D. A summary of statistically significant findings, frequencies, and

overall data patterns are included in Table 14.

In summary, results indicate a significant relationship between population and all categories, excluding *age* and *disability*, but no significance for Tennessee grand region. Neither population nor region were significant predictors of the *age* and *disability* as future diversity training categories. In reviewing the frequency distributions for these two variables, it is clear that most respondents indicated future preferences for including age (73.4%) and disability (63.4%) as diversity training categories.

Table 14: Preferred Future Diversity Training Categories Among Municipalities

Preferred Future Diversity Training Categories Among Municipalities						
Rank	Category	Frequency	Percent indicating preference (n=290)	Population (Statistical Significance)	TN Grand Region (Statistical Significance)	Patterns
1	Age	213	73.4	No	No	<ul style="list-style-type: none"> No difference across population or Tennessee grand region. High preference for these categories across all population groups and regions.
2	Disability	184	63.4	No	No	<ul style="list-style-type: none"> No difference across population or Tennessee grand region. High preference for these categories across all population groups and regions.
3	Language	154	53.1	✓	No	Population group 4 more likely to prefer.
4	Economic/ Income Status	145	50.0	✓	No	Population group 4 more likely to prefer.
5	Race	142	49.0	✓	No	Population groups 3 and 4 more likely to prefer.
6	Education Level	106	36.6	✓	No	Population group 4 more likely to prefer.
7	National Origin	104	35.9	✓	No	Population group 4 more likely to prefer.
8	Sex/gender	95	32.8	✓	No	Population group 3 & 4 more likely to prefer.
9	Sexual Orientation	91	31.4	✓	No	Population group 4 more likely to prefer.
10	Religion	90	31.0	✓	No	Population group 4 more likely to prefer.

Comparison of Current and Preferred Future Diversity Training Categories

The researcher sought to understand how the current coverage of diversity training categories compares to what is desired for the future, based on projected service needs and changing demographics. Significance is indicated in the comparisons of *economic/income status, education level, language, national origin, race, religion, sex/gender, sexual orientation*, but not *age or disability*.

Findings: Comparison of Current vs. Future Diversity Training Categories

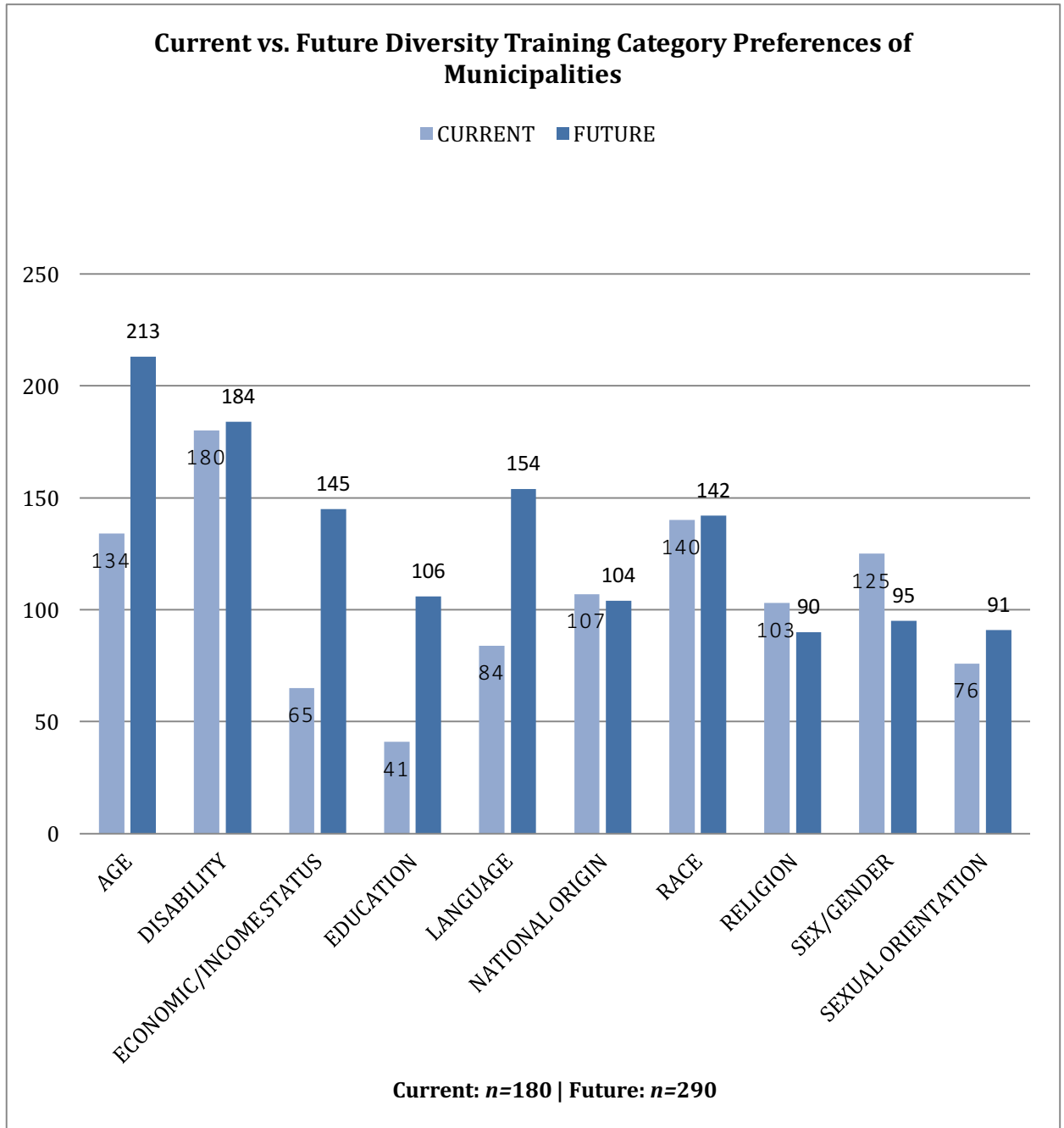
In reviewing the statistical analysis, *age* and *disability* are not significant in comparing differences between current and preferred future diversity training categories. All other diversity training categories are significant. A summary of statistical results are included in Table 15.

Table 15: Comparison of Current and Future Diversity Training Categories

Comparison of Current and Future Diversity Training Categories	
Diversity Training Category	χ^2 Significance between current and future diversity training categories ($n=150$)
Age	$\chi^2 = 2.838, df = 1, p = .092$
Disability	$\chi^2 = 2.466, df = 1, p = .116$
Economic/Income Status	$\chi^2 = 6.681, df = 1, p = .010$
Education Level	$\chi^2 = 13.460, df = 1, p = .000$
Language	$\chi^2 = 6.803, df = 1, p = .009$
National Origin	$\chi^2 = 21.266, df = 1, p = .000$
Race	$\chi^2 = 11.447, df = 1, p = .001$
Religion	$\chi^2 = 22.059, df = 1, p = .000$
Sex/gender	$\chi^2 = 16.391, df = 1, p = .000$
Sexual Orientation	$\chi^2 = 25.297, df = 1, p = .000$

One of the most interesting aspects of this particular analysis is the frequency distributions of current diversity training categories offered and the preferences of future diversity training categories as a comparison. In comparing current diversity training categories with future categories, the greatest increases can be seen in *age*, *economic/income status*, *education*, and *language*. Decreases can be found in the categories of *national origin*, *religion*, and *sex/gender*, while *race* remains largely the same. The increase in preference for *sexual orientation* as a future training category is not as high as expected given current events and population demographics. A comparison of current vs. future preferred diversity categories is included in Figure 3.

Figure 3: Current vs. Future Diversity Training Category Preferences of Municipalities



Preferences for Future Diversity Training Formats Among Municipalities

Respondents were asked to indicate whether six training formats would be beneficial to the municipality with the following survey item: *Please indicate your level of preference for EACH of the following training opportunities that would most benefit the municipality, its employees, and residents (CHECK ALL THAT APPLY).* Respondents could select from the following preference levels: *Not Beneficial, Somewhat Beneficial, or Beneficial* for the following training formats:

1. Online/webinar delivery of diversity related content and training to prepare employees for diverse resident interaction
2. In-person group training for employees by an outside diversity trainer/consultant
3. Individual diversity coaching with municipal leaders and employees
4. Small group coaching with municipal leaders and employees
5. Annual professional development day addressing diversity topics
6. Increased frequency and/or expansion of diversity training

Two forms of statistical analysis (one-way ANOVA and multinomial logistic regression) were performed to determine if there is a relationship between population size, Tennessee grand region, and number of municipal staff and future training format preferences for diversity training. This analysis was used to evaluate the following research question:

Research Question 5: In what formats do Tennessee municipal governments prefer future diversity training opportunities and how do these vary by 1) population size, 2) Tennessee grand region, and 3) number of municipal staff?

Findings: Preferences for Future Diversity Training Formats

Survey respondents were asked to select their preferences for future diversity training formats. Statistical results reveal that there are significant differences based on three future diversity training format preferences by population size. Based on the survey results and statistical analysis, there is a connection between population and future diversity training formats that include *1) in-person group training, 2) small group training, and 3) annual professional development*. In general, municipalities were less likely to prefer *1) online webinar delivery, 2) individual diversity coaching, and 3) increased frequency of diversity training*.

The most notable finding was the standard deviation (.673) for respondents indicating a higher preference for *in-person group training* compared to other training formats, indicating more agreement among respondents. While this analysis does not lend itself to a clear winning preference among municipalities, this future training format preference appears to be considered “*more beneficial*” by a higher and more consistent number of respondents. Key findings are outlined in Table 16.

Based on the analysis of the results evaluating differences in future diversity training preferences by population size, a few patterns emerge. The following forms of future diversity training are preferred and listed in order of rank by means indicating ‘more beneficial’ by respondents:

- 1) In-person group training for employees by an outside diversity trainer/consultant

- 2) Annual professional development day addressing diversity topics
- 3) Small group coaching with municipal leaders and employees

There are also group differences among population sizes. For *in-person group training, annual professional development day, and small group coaching with municipal leaders and employees*, there are significant differences between population group one (less than 3,999 people) and other population groups (populations between 4,000 and 99,999 people), particularly population group one (less than 3,999 people). The researcher interprets these result as indicating that smaller population groups are less likely to view these training formats as *more beneficial*.

In reviewing the frequency distributions, population group four was the only group to have more respondents indicate *small group coaching with municipal leaders and employees* would be beneficial (than not beneficial or somewhat beneficial), whereas, the other population groups were more likely to say this form of training would be 'somewhat beneficial.'

In summary, the overall multinomial logistic regression results do not provide sufficient evidence that Tennessee grand region is a significant predictor of future preferences in diversity training formats. Population is also not a significant predictor of future training format preferences, except among lower population groups. Results indicate that in-person group training is a higher preference for all respondents except in the lower population and staff groups. However, in general, there are few significant

differences among training format preferences based on Tennessee grand region, population, or municipal staff size. Statistical results are located in Table 24, Appendix D and a compilation of frequency distributions, format preferences by rank, and means are included in Table 16.

Table 16: Preferences for Future Diversity Training Formats Among Municipalities

Preferences for Future Diversity Training Formats Among Municipalities						
RANK*	TRAINING FORMAT	Not Beneficial	Somewhat Beneficial	Beneficial**	% Beneficial**	Means***
1	In-person group training for employees by an outside diversity trainer/consultant (n=287)	29	95	163	89.9%	2.47
2	Annual professional development day addressing diversity topics (n=286)	58	109	119	79.7%	2.21
3	Small group coaching with municipal leaders and employees (n=283)	47	129	107	83.4%	2.21
4	Online/webinar delivery of diversity related content and training to prepare employees for diverse resident interaction (n=288)	45	141	102	84.4%	2.20
5	Increased frequency and/or expansion of diversity training (n=280)	62	114	104	77.8%	2.15
6	Individual diversity coaching with municipal leaders and employees (n=281)	83	123	75	70.5%	1.97
<p>*Rank based on highest ranking of 'Beneficial' in frequency and means **Combined percentage of 'Somewhat Beneficial' and 'Beneficial' ***Closer to 3 indicates higher preference toward 'Beneficial'</p>						

Preferences for Future Diversity-Related Resources Among Municipalities

Respondents were asked to indicate whether seven diversity-related resources would be beneficial to the municipality with the following survey item: *Please indicate your level of preference for EACH of the following resources that would most benefit the municipality, its employees, and residents (CHECK ALL THAT APPLY).* Respondents could select from *Not Beneficial*, *Somewhat Beneficial*, or *Beneficial* based on preferences for the following:

1. Materials that address specific diversity topics relevant to the municipality
2. Demographic population profile of municipality
3. Handbook or resource manual outlining diversity best practices
4. Informational videos outlining diversity best practices
5. Toolkit for diversity and inclusion implementation practices
6. Designated committee or task force to assist municipalities with diversity education and initiatives
7. Diversity resources available through a central online repository

Two forms of statistical analysis (one-way ANOVA and multinomial logistic regression) were performed to determine if there is a relationship between population and future training format preferences for future diversity related resources. This analysis was used to evaluate the following research question:

Research Question 6: Which diversity related resources are preferred by Tennessee municipal governments and how do these vary by 1) population size, 2) Tennessee grand region, and 3) number of municipal staff?

Findings: Preferences for Future Diversity-Related Resources

Survey respondents were asked to select their preferences for future diversity-related resources. Each of the seven variables include three preference levels for the specified resource (not beneficial, beneficial, somewhat beneficial). Statistical results reveal that there are significant differences based on three diversity related resource preferences by population size which include *1) informational videos outlining diversity best practices, 2) diversity resources available through a central online repository, and 3) designated committee or task force to assist municipalities with diversity education and initiatives*. While these particular diversity-related resources were significant among population groups, they were **not preferred** resources for municipalities in general based on additional analysis. In general, population group one (less than 3,999 people) and group two (4,000-14,999 people) were less likely to prefer these diversity-related resources. Significant statistical differences and findings are outlined in Table 17, and full statistical results are located in Table 25, Appendix D.

Based on the analysis of the results evaluating differences in diversity-related resources preferred by Tennessee municipal governments and population size, several patterns emerge. While the following resources are least significant among population groups, in essence meaning, there are no major differences between population groups, they are the **most preferred** diversity-related resources:

- 1) Handbook or resource manual outlining diversity best practices

- 2) Materials that address specific diversity topics relevant to the municipality
- 3) Demographic population profile of municipality

Number of municipal staff was significant in diversity related resources preferred by Tennessee municipal governments that include *1) handbook or resource manual outlining diversity best practices, 2) demographic population profile of municipality, 3) diversity resources available through a central online repository.*

Tennessee grand region was significant only for *designated committee or task force to assist municipalities with diversity education and initiatives.* Middle Tennessee expressed a higher preference for this resource.

In general, municipalities with less than 29 employees were less likely to indicate the following resources would be beneficial: *1) demographic population profile of municipality, 2) handbook or resource manual outlining diversity best practices, 3) designated committee or task force to assist municipalities with diversity education and initiatives, and 4) diversity resources available through a central online repository.*

In summary, the statistical results indicate that municipalities with fewer than 29 employees are less likely than other groups to view some of the diversity-related resources as beneficial. The preference for most of the diversity-related resources include handbooks, demographic profiles, and information specific to the municipality compared to other resources, such as an online repository, toolkit, or designated committee or task force groups. A compilation of frequency distributions, preference for

resources by rank, and significant means are included in Table 17.

Table 17: Preferences for Diversity-Related Resources Among Municipalities

Preferences for Diversity-Related Resources Among Municipalities						
RANK*	RESOURCES	Not Beneficial	Somewhat Beneficial	Beneficial**	% Beneficial**	Means***
1	Handbook or resource manual outlining diversity best practices (n=276)	23	99	154	91.7%	2.47
2	Materials that address specific diversity topics relevant to the municipality (n=279)	28	115	136	89.9%	2.39
3	Demographic population profile of municipality (n=270)	27	113	130	90%	2.38
4	Informational videos outlining diversity best practices (n=269)	35	115	119	87%	2.31
5	Diversity resources available through a central online repository (n=267)	37	116	114	86.1%	2.29
6	Toolkit for diversity and inclusion implementation practices (n=266)	33	125	108	87.6%	2.28
7	Designated committee or task force to assist municipalities with diversity education and initiatives (n=262)	67	110	85	74.4%	2.07
<p>*Rank based on highest ranking of 'Beneficial' in frequency and means **Combined percentage of 'Somewhat Beneficial' and 'Beneficial' ***Closer to 3 indicates higher preference toward 'Beneficial'</p>						

Current Municipal Service Delivery Efforts for Diverse Groups

Respondents were asked to indicate their level of agreement (ranging from five Likert scale indicators from *Strongly Disagree* to *Strongly Agree*) on seven service delivery items, with the following statement: *Please indicate your level of agreement or disagreement with the following statements related to service delivery for diverse population groups in the municipal service area.* Respondents were presented with seven service delivery items that included the following:

1. Resident information materials are available in languages, other than English, that are spoken by significant numbers of community residents.
2. Prompt action is taken when negative feedback is received from diverse population groups.
3. Activities to recognize diverse heritages are promoted in the municipality.
4. Public relations efforts are made to reach minorities and diverse populations.
5. Information on diversity-related needs of the municipality is routinely gathered.
6. Changes to municipal services are routinely implemented to better meet the needs and expectations of diverse residents.
7. The municipality actively plans appropriate service delivery for current and projected diverse groups in the service/geographic area.

Three forms of statistical analysis (one-way ANOVA, ordinal logistic regression, and multinomial logistic regression) were performed to determine if there is a relationship between population and service delivery efforts serving diverse constituent groups. This analysis was used to evaluate the following research question:

Research Question 7: In what forms are current service delivery efforts provided for diverse groups in Tennessee municipalities and how do these vary by 1) population size, 2) Tennessee grand region, and 3) number of municipal staff?

Findings: Service Delivery Efforts for Diverse Constituents

Statistical results reveal that there were significant differences based on service delivery efforts provided to diverse groups by population size. All seven service delivery indicator items used a Likert item scale ranging from Strongly Disagree to *Strongly Agree*. Significant findings are outlined in Table 18, and full statistical results are included in Table 26 in Appendix D.

Several patterns emerge from evaluating the data on service delivery efforts for diverse constituents by population size. Most municipalities indicate that *“prompt action is taken when negative feedback is received from diverse population groups,”* and this item was the only service delivery effort that did not indicate any significant difference between population groups. Most differences between groups indicate that smaller populations (less than 2,000-3,999 people) are less likely than other groups to implement many of the service delivery efforts.

Fewer municipalities (29.4%) indicate that *“information on diversity-related needs of the municipality is routinely gathered,”* but slightly more municipalities (34.8%) indicate actively planning *“appropriate service delivery for current and projected diverse groups in the service/geographic area.”*

Table 18: Current Municipal Service Delivery for Diverse Constituents

Current Municipal Service Delivery for Diverse Constituents				
RANK*	SERVICE DELIVERY EFFORT	MEANS***	Percent Indicating Agree or Strongly Agree	Significant variable
1	Prompt action is taken when negative feedback is received from diverse population groups (n=278)	3.86	78.1%	Number of municipal staff
2	Public relations efforts are made to reach minorities and diverse populations (n=274)	3.35	50.4%	Population
3	Activities to recognize diverse heritages are promoted in the municipality (n=271)	3.13	36.5%	Population
4	The municipality actively plans appropriate service delivery for current and projected diverse groups in the service/geographic area (n=261)	3.12	34.5%	No significant intervening variable
5	Changes to municipal services are routinely implemented to better meet the needs and expectations of diverse residents (n=269)	3.01	32.4%	Number of municipal staff
6	Resident information materials are available in languages, other than English, that are spoken by significant numbers of community residents (n=268)	2.92	38.8%	Number of municipal staff
7	Information on diversity-related needs of the municipality is routinely gathered (n=258)	2.93	29.4%	Population
*Rank based on mean; higher the mean, the greater chance respondent answered closer to Strongly Agree.				
**Likert Scale using 1=Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5, Strongly Agree				

Ordinal and multinomial logistic regression models evaluated the seven service delivery indicators and the interaction between the predictor variables of population, Tennessee grand region, and number of municipal staff. Results are listed in rank order based on respondent agreement that the service delivery item is offered. Number of

municipal staff and population did show significance in some service delivery indicators, but not all. Tennessee grand region was only significant in *activities to recognize diverse heritages are promoted in the municipality*. A summary of regression results is included in Table 26, Appendix D.

Discussion of Findings

Several patterns emerge from the data analysis in this research. Overall, more rural and lower population municipal respondents completed the survey, thus, responses are heavily weighted across more rural areas of Tennessee compared to higher population areas. As expected, all higher population metropolitan respondents (with more than 100,000 residents) reported more diversity training resources, training, and greater coverage of diversity categories; however, these same respondents were also the least likely to complete the survey. Nashville, Clarksville, Chattanooga, Knoxville, and Murfreesboro are the only Tennessee cities with over 100,000 in population. From the researcher's perspective, this is an interesting pattern in survey responses. While the likelihood of smaller population municipal employees receiving the distributed survey was greater due to the higher number of emails utilized in the distribution, the email addresses for larger population areas were more reliable and consistent. In addition, the researcher assumed that more metropolitan and urban respondents would be more likely to respond to a diversity-related survey, which was not the case. Additional highlights and researcher observations from each survey data focus area are included below.

Diversity Training and Diversity-Designated Staff Among Municipalities

Designated diversity staff and whether diversity training is provided at all is more common among higher population municipalities and positively correlated with number of municipal staff. Number of municipal staff is a clear predictor of the probability that diversity training will be offered in the municipality. This finding is in line with the researcher's expectations that the larger the municipality and more available staff, the greater likelihood of diversity training occurring. In addition, due to available municipal resources, larger municipalities are more likely to have staff that can either exclusively focus or at least allocate more time to diversity efforts within the municipality. Both the Middle and East Tennessee regions were more likely to report diversity designated staff and training. Pre-research assumptions were that Middle Tennessee, given greater diversity within larger metropolitan areas, such as Nashville and Murfreesboro, would have more diversity training and diversity-related staff, and these assumptions proved to be true. However, East Tennessee respondents also reported more diversity training and designated staff, which ran counter to researcher assumptions that after Middle Tennessee, West Tennessee might have more diversity training and staff, given greater diversity within the larger Memphis metropolitan area. Of course, this does not mean that West Tennessee does not provide more diversity initiatives, but of survey respondents, Middle and East Tennessee regions were more likely to report having

diversity staff and providing training initiatives.

If diversity training is offered in the municipality, survey respondents report that directors and department heads are more likely to receive training than other groups, particularly non-managerial staff. This finding has significant policy implications, as non-managerial staff are more likely to be on the 'front lines' of service delivery to diverse groups.

Diversity Training Categories—Current and Future

The researcher is regularly involved with diversity training efforts through contracts with private industry. Standard categories covered in a 'typical diversity training' session within the private sector include *race, sex/gender, religion, disability, and age*. Increasingly there is a demand for more coverage of *sexual orientation and gender identity* as topics, as well as *national origin, language*, and general cross-cultural competency training. Similar to the findings in this research, Wyatt-Nichol & Antwi-Boasiako (2012) also found that sexual orientation and social class were less likely to be offered in diversity training initiatives. Interestingly, municipalities do not show a high preference for offering more *sex/gender or sexual orientation* category training in the future, but do show a preference for incorporating more economic status training. Among diversity training categories covered in municipalities, *national origin* and *sexual orientation* are still more likely to be covered by higher population areas.

A notable finding from this section on the data analysis involves the categories of

economic/income status and *education level*. From the literature review, *economic/income status* and *education* were included as possible diversity training categories; however, these categories are not protected categories with the U.S. Equal Employment Opportunity Commission and generally not covered as extensively in private sector diversity training sessions (EEOC, 2015). Interestingly, and perhaps a reflection of higher poverty rates in rural areas, lower population municipalities (less than 3,999 people) were more likely to report covering *economic/income status* and also prefer that future training include *education level* and *economic/income status*. West Tennessee was much more likely to prefer both *economic/income status* and *education level*, and West and East Tennessee were more likely to prefer these categories for future training over Middle Tennessee. Middle Tennessee was much more likely to offer a broader range of categories than other regions, and to prefer *national origin*, *sexual orientation*, *sex*, *race*, and *religion* as category areas for future training. Thus, region factored into diversity training category preferences—current and future.

Age and *disability* were consistent preferences across all regions and population groups, as well as *race*. The researcher found the comparison between current and preferred future categories the most interesting aspect of this data. Despite national and state demographic population projections, municipalities did not show strong preferences for expanding *national origin* or *sexual orientation* training; however, there was a noticeable 'demand' for *economic/income status*, *education level*, and *language*

category training.

Future Preferences for Diversity Training and Resources

Except among lower population municipalities, in-person group training is the preferred training preference, followed by an annual professional development day. Increasing the frequency of diversity training was not considered as beneficial and ranked lower on the preference scale. From the survey respondents who completed this section, it appears municipalities prefer limited diversity training frequency, but large group training formats.

The preferred resource among municipalities is a handbook or manual that outlines diversity best practices and other materials that address specific diversity needs of the community, including demographic profiles of the community. Smaller population municipalities were much less likely to view informational videos, the use of a central online repository, and a designated task force or committee as beneficial.

Service Delivery for Diverse Constituents

The most interesting findings of the data analysis concerning service delivery efforts among municipalities were connected to public relations items. Municipalities were more likely to report addressing negative feedback from diverse groups and making public relations efforts to reach diverse groups than any other service delivery indicators. In many ways, these assertions by municipal respondents are expected and

whether or not these efforts are practiced, it would be politically unpopular to indicate they are not. Providing language materials to non-English speaking residents, as well as sponsoring cultural heritage activities, were indicated less than researcher expectations; however, this could be a reflection of more responses stemming from lower population groups who lack funding resources.

Other service delivery response patterns were contradictory, which could also be a reflection of poor survey item construction and wording. Municipal respondents indicated that they actively plan appropriate service delivery for current and projected diverse groups, while simultaneously reporting that gathering information on these same constituents occurs less. In future studies, it would be valuable to explore this planning in connection and additional service delivery efforts for diverse groups that may not have been addressed by the survey items.

Summary of Findings

The information collected from the survey data provides valuable insights into current diversity initiatives occurring among municipalities. Also, to better prepare municipalities for diverse future constituents, it is helpful to understand training preferences for format and delivery. Diversity-related topics and training are often met with some resistance and dread. Knowing the preferences of Tennessee municipal employees can at least inform future training delivery and resources, which may help mitigate some resistance.

RECOMMENDATIONS

This research provides insight into current diversity training, resources, and programming across Tennessee municipalities and informs future diversity-related initiatives that would be most beneficial to Tennessee municipalities. Understanding existing diversity practices across Tennessee cities, as well as determining potential training, tools, and other resources that could enhance strategies and prepare government employees to serve diverse populations within Tennessee cities is a research endeavor in line with social equity theory in public administration. With expanded knowledge of existing diversity initiatives, programs, and practices across Tennessee cities, a more thorough assessment of future needs can be determined to ensure Tennessee cities are prepared to serve diverse constituents.

Best Practices for Implementing Diversity-Related Organization Change

As noted previously, minimal practical research and analysis has been conducted within the public administration literature on the effectiveness and extent of diversity initiatives in the public sector, particularly in the area of state and local government (Pitts, 2007; Wyatt-Nichol & Antwi-Boasiako, 2012). However, Pitts (2007) outlines the following components as central for the successful implementation of diversity-related programming within any organization. The researcher has divided these into key

sections, and added more municipal-focused examples as well. The key factors in successful diversity-related programming across any organization must include, 1) adequate time and funding resources, 2) specific program ideas, implementation, and requirements, 3) clear rationale connected to organizational performance, 4) communication from credible sources, 5) a central operating department and organization leadership (Pitts, 2007).

- 1) **RESOURCES:** Resources in the form of funding or time are key to the implementation of any diversity-focused efforts. Pitts (2007) notes that carving out time for public employees to participate in or restructuring current responsibilities to allow for more diversity initiatives, is equally as important as funding.
- 2) **SPECIFICITY:** Specific program components that are clearly defined and consistent are essential in promoting accountability of diversity-related programming, training, or services. For example, if there is a particular program implemented, outline major requirements, guidelines, and department personnel for the initiative.
- 3) **RATIONALE/IMPACT:** Public managers should outline the rationale and reasons for diversity-related programming, and the motivation for implementing these initiatives should be strongly connected to organizational outcomes, not to individual or particular group interests. In the case of public organizations, the major causal link should connect ensuring effective service delivery for constituents and cultural competency skill enhancement for government

employees, enabling them to better serve citizens and improve job performance. Because the ultimate goal is to better serve constituents, this rationale should be clear and consistent.

- 4) **COMMUNICATION FROM ALL VOICES:** Public organizations should ensure all voices are heard in this conversation as front line staff may have different experiences and ideas related to diversity related programs than city leaders. Communicating and gaining perspective from all organizational levels ensures greater buy-in of programming. In addition, communication should come from the leadership rather than human resources. Otherwise, the programming is perceived as "just another HR thing" (Pitts, 2007, p. 1583). In addition, Pitts (2007) notes that the message should come from a credible actor and not someone who is perceived to have "an agenda" and to also "prevent white male backlash" (p. 1583).
- 5) **CENTRALIZATION AND LEADERSHIP:** While inter-organizational buy-in is important, and the perspective of all groups should be utilized, any programming must take a top-down approach, and the support and 'push' from the leadership must be central to any initiative. "If the initiative comes from the human resources management office with no show of support from the upper ranks, employees will be less likely to take the program seriously and implement it fully. Employees must understand that the diversity program is legitimate and not something that can be tossed aside" (Pitts, 2007, p. 1583). Additionally, to ensure the program is run consistently, implementation of programming must be

centralized.

While modeled after federal practices, the International Public Management Association for Human Resources (IPMA-HR) Benchmarking Committee has also developed components of "successful diversity initiatives" that are also applicable to state and local government (Wyatt-Nichol & Antwi-Boasiako, 2012, p. 757). These include, "diversity training, linking diversity strategies to organizational performance, accountability through measurement, and decentralized efforts through a centralized governing body" (Wyatt-Nichol & Antwi-Boasiako, 2012, p. 757). Many of the cities recognized for their efforts through benchmarking practices primarily increased minority representation of employees, in addition to expanding diversity training (Wyatt-Nichol & Antwi-Boasiako, 2012). For example, public managers from St. Petersburg, Florida were required to attend an eight-week diversity seminar (Wyatt-Nichol & Antwi-Boasiako, 2012). The city of Fort Collins, Colorado was recognized for the leadership and service provision component of their diversity plan that incorporates community partnerships and service delivery provisions to address diverse constituent needs (Wyatt-Nichol & Antwi-Boasiako, 2012).

In a survey of human resource professionals from state and local governments, Wyatt-Nichol & Antwi-Boasiako (2012) found that the most common diversity management forms included diversity training, employee recruitment efforts, leadership commitment, and strategic planning that incorporates diversity. Based on common assumptions, as well as the findings of this research, larger agencies were more likely to incorporate diversity management strategies than smaller agencies

(Wyatt-Nichol & Antwi-Boasiako, 2012). In written comments, the human resource professionals surveyed also indicated that “recruitment, budgetary constraints, immigration, generational differences, and succession planning” were the most relevant issues for future diversity management programming (Wyatt-Nichol & Antwi-Boasiako, 2012, p. 767). Wyatt-Nichol & Antwi-Boasiako’s (2012) research also identified the most common measures used to develop a diversity strategy among local governments (p. 760), which include: workforce demographics (76%), prior diversity training attendance (50%), proportion of diversity among management (47%), complaints/grievances (45%), turnover (39%), and employee surveys (25%).

Diversity-Related Strategies from Other U.S. Municipalities

A variety of strategies exist for the implementation of increased cultural competency and diversity-related efforts within public agencies. Organizing focus groups of community members recruited from local associations with diverse memberships is a possible strategy for gaining more information on diverse community needs, particularly for smaller municipalities (Hampton, 2004). Some cities have also embarked on ‘cultural tours’ to better understand their community’s local residents. A group of local government officials in Georgia traveled to Mexico to better understand Hispanic members in their community, increase cultural awareness, and gain a more nuanced understanding of immigration motivations (Gess & Sanders, 2008). Other strategies cited throughout the literature include ensuring language materials are available for residents whose first language is not English or adapting current

programming to fit more culturally appropriate and relevant examples, such as within a health education workshop (Rice, 2008). The following sections outline specific recommendations for MTAS as well as the researcher's recommendations for Tennessee municipalities in expanding cultural competency and diversity-related training to help municipal employees better understand one another and their constituents.

Recommendations for MTAS in Supporting Tennessee Municipalities

Since the Municipal Technical Advisory Service (MTAS) sponsored and advised this research initiative and serves as a major resource to Tennessee municipalities, the researcher recommends the following to MTAS in its efforts to support Tennessee cities in future diversity-related efforts and initiatives:

1. Coordinate focus groups of small, medium, and large municipality representatives to continue this research and inform additional recommendations for assisting municipalities in diversity initiatives. Gaining additional feedback from cities will also encourage buy-in for future diversity initiatives.
2. Spearhead the organization of small, medium, and large municipality task force groups charged with coordinating and supporting efforts to expand diversity initiatives and cultural competency efforts among Tennessee cities.
3. Sponsor training initiatives where city leaders and staff may attend half day or all-day diversity or cultural competency training. Training sessions may be coordinated in geographically central municipalities throughout the West,

Middle, and East Tennessee grand regions.

4. Although municipalities indicated a preference for the development of a handbook of diversity-related practices that can be utilized by small, medium, and large municipalities, the researcher has concerns that this would not be the most effective tool to foster diversity and inclusion initiatives. A resource 'dashboard' on the MTAS website that includes the following may be more useful and serve as a dynamic and continuous resource for municipalities:
 - 1) municipal demographic information and data links
 - 2) recommendations for municipalities in the implementation of diversity-related initiatives
 - 3) upcoming diversity-related training dates and opportunities
 - 4) other links and resources for diversity and inclusion best practices

Recommendations for Tennessee's Municipalities

Based on the findings of this research that addresses current diversity initiatives, service delivery, and future training and resources, as well as the literature review evaluating best practices and the researcher's professional experience in the areas of diversity and cultural competency initiatives, the researcher makes the following recommendations for Tennessee's municipalities on incorporating diversity-related initiatives:

Table 19: Recommendations for Tennessee Municipalities

Diversity-Related Initiatives: Recommendations for Tennessee Municipalities	
Expand Research Efforts to Understand Community Needs	<ul style="list-style-type: none"> • Identify community demographics and ensure all staff is aware of the municipality’s ‘demographic snapshot.’ • Organize constituent focus groups (in geographically accessible areas) to assess community needs.
Constituent Engagement	<ul style="list-style-type: none"> • Locate community leaders who can communicate and provide consultation on diverse constituent needs. • Identify local cultural experts who may assist with culturally relevant programming and other initiatives. • Recruit community members through various neighborhood associations or groups representing various disadvantaged population segments to serve on a community advisory council or task force to advise on service delivery efforts within the municipality.
Municipal Employee Training	<ul style="list-style-type: none"> • Ensure training is provided to non-managerial front-line service delivery staff at least once a year, particularly in the areas of cultural competency in working with diverse and disadvantaged groups. • Provide more expansive and frequent training for managers and city leaders that may span multiple sessions and through various training formats. • Expand any current and future diversity and cultural competency training to reflect municipal specific demographics. • Encourage partnerships among smaller municipalities to sponsor and coordinate in-person group training efforts. • Ensure cultural competency training among municipal first responders—police, fire, emergency, public works personnel—that is occupationally relevant.

Training Content	<ul style="list-style-type: none"> • Expand diversity and cultural competency training categories related to sexual orientation, gender identity, national origin, and language. Even though cities did not necessarily indicate these categories as future training preferences, the demographic projections indicate that public administrators will need to expand their knowledge of these groups. • Expand training on working with the elderly and disabled population.
Inter-Organizational Policies	<ul style="list-style-type: none"> • Solicit input from community members, non-managerial staff, volunteers and interns in developing diversity-related programming. • If the municipality has the resources, designate a department or credible staff member to work with city leadership in coordinating diversity-related efforts within the municipality.
Strategic Planning	<ul style="list-style-type: none"> • Strategic planning efforts may already be incorporated for medium and large municipalities. If not, incorporating diversity initiatives (such as programming, hiring, or training) through the municipality's strategic plan is considered a major first step in organizational change. • Ensure that any strategic planning diversity-related goals have clear and consistent guidelines for implementation and accountability.
Leadership	<ul style="list-style-type: none"> • City leadership actively promotes diversity and inclusion within the municipality, not only in internal municipal government hiring and inclusion efforts, but within the community as well. The leadership also presents a clear sense of diversity-related goals connecting effective service delivery, public service equity, and enhancing community trust vs. ensuring legal protections. • Appoint an internal staff member (if not already designated) or credible and knowledgeable community volunteer to help increase cultural competency awareness within municipal government and work with the leadership in coordinating efforts.
Service Delivery Enhancement	<ul style="list-style-type: none"> • Review current service delivery and evaluate whether programming or initiative is relevant to all groups or could be adapted in key ways to reflect cultural or economic differences, or simply differences in experiences. • Utilize the cultural competence expertise of health care and education consultants in developing and informing service delivery or other programming for the public agency.

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| | <ul style="list-style-type: none">• Coordinate outreach and marketing to diverse groups to ensure participation in programming and services.• Explore options for translation and ESL services for service delivery and/or materials.• Utilize technology and social media to foster communication on existing service delivery and programming to diverse constituency groups. |
|--|---|

Conclusions

A public agency that is prepared to work with a diverse public ensures more effective service delivery to citizens and constituents, thus, enhancing the reputation and viability of the government (Rice, 2010d). Not only does the enhancement of training, services, and any other diversity-related initiatives help better serve the public, it is, in fact, the charge of public administration and government—to serve the public—and that includes in a variety of ways.

Throughout its brief academic history, public administration has followed private industry practices, but in the area of serving a diverse public, government should take the lead. The public administration charge includes working with and serving a diverse public—and that public has a variety of backgrounds, histories, and circumstances. Private industry business practices that focus on maintaining a diverse customer base is a motivating factor affecting the bottom line and in the name of profit, but this motivation is not relevant to public administration. Public administration is already charged with serving the public, and not because of a profit motivation, but because it is the government's primary role. If there are improved ways to expand services for ALL constituents and provide training to better serve ALL constituents, then that is also a component of the public administration charge.

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APPENDIX A:**IRB APPROVAL**

"Think. Work. Serve."

Research and Sponsored Programs
3500 John A. Merritt Boulevard
Nashville, Tennessee 37209-1561
Office: (615) 963-7631
Fax: (615) 963-5068

Office of the Associate Vice President

To: Candace Warner
candacewarner@gmail.com
rstanley1@tnstate.edu
Dept.: Public Administration

From:  Digitally signed by G Pamela
Burch-Sims
Date: 2015.01.27 11:00:04 -06'00'

Dr. G. Pamela Burch-Sims, Chair, Institutional Review Board

Re: Protocol #HS2014-3487 Amendment

Date: Tuesday, January 27, 2015

The document listed below has been carefully reviewed and found to be in compliance with OPRR document title 45, Code of Federal Regulations part 46, the protection of human subjects, as amended by Federal policy, effective August 19, 1991. This project is **approved** as it presents minimal or no research risks to the pool of impending human subjects. Please make note, that any deviations in the administration of the protocol, accidental or otherwise should be reported to the IRB as soon as possible. The FWA for Tennessee State University is #FWA00007692, which is effective from July 8, 2011 to July 8, 2016.

"Ensuring Effective Municipal Service Delivery to Diverse Constituencies: Preparing Tennessee Cities to Serve Changing Communities"

This approval is valid for one year from the date indicated above. Continuation of research beyond that date requires re-approval by the Institutional Review Board.

Please contact me at 963-7060 or e-mail irb@tnstate.edu for additional information.

APPENDIX B:

APPROVAL TO ADAPT ORIGINAL SURVEY

The original version of the survey instrument was adapted from the following research article: Racial/Ethnic Diversity Management and Cultural Competency: The Case of Pennsylvania Hospitals, published in the Journal of Healthcare Management 47(2), 111-124 in the March/April 2002 issue. While the final survey instrument went through many revisions, the authors granted permission to the researcher in February 2013 to adapt the survey based on this particular research focus. Email documentation is included below.

Robert Weech-Maldonado
 To: Warner Candace J. <Cc: Janice L. Dreachslin (jld13@gv.psu.edu)>
 RE: Permission to use research survey: JHM 2002
 February 24, 2013 at 8:36 PM RW

Dear Candace:

We are pleased that you have considered our instrument on diversity management for your dissertation research. Yes, feel free to use and adapt for your research.

Best of luck with the survey and dissertation process.
 Rob

.....

Robert Weech-Maldonado, MBA, Ph.D.
 Professor & L.R. Jordan Endowed Chair
 Department of Health Services Administration
 University of Alabama at Birmingham
 1675 University Boulevard, 520 Webb
 Birmingham, AL 35294
 Phone: (205) 996-5838
 Fax: (205) 975-6606
 Email: rweech@uab.edu

From: Warner, Candace J. [<mailto:cwarner2@Columbiastate.edu>]
Sent: Thursday, February 21, 2013 3:13 PM
To: Robert Weech-Maldonado
Subject: Permission to use research survey: JHM 2002

Janice L. Dreachslin (jld13@gv.psu.edu)
 To: Warner Candace J. <jld13@psu.edu, kxd9@psu.edu>
 RE: Permission to use research survey: JHM 2002
 February 25, 2013 at 7:18 AM JD

Hi Candace,

As per the earlier e-mail from Rob Weech-Maldonado, please feel free to use the survey.

Best of luck with your research!

Sincerely,
 Jan

Janice L. Dreachslin, Ph.D.
 Professor of Health Policy and Administration
 Co-Professor-in-Charge, MBA
 Penn State Great Valley School of Graduate Professional Studies
 30 E. Swedesford Road
 Malvern, Pennsylvania 19355
 (610) 848-3269 (phone)
 (610) 899-1334 (fax)

APPENDIX C:
ONLINE RESEARCH SURVEY



Effective Service Delivery for Tennessee's Changing Communities

MTAS needs your help in completing a survey to determine how Tennessee cities and local government municipalities can best prepare to serve increasingly diverse residents. For the purposes of this survey, diversity refers to age, disability, economic/income status, education level, language, national origin, race, religion, sex/gender, and sexual orientation.

The survey is anonymous and confidential--no personally identifiable data is being collected. Responses to open ended questions will be compiled and only reported as patterns emerge with no identifying personal information included.

Your voluntary participation in this web-based survey should take less than 15 minutes. Please answer the survey questions based on the municipality in which you are currently employed.

Aggregate results from this survey will be used for information gathering only and to better serve diverse Tennessee residents. Results of this survey will be available to all respondents and may be used in future publications and presentations

Thank you in advance for sharing your time and contributing to this project. If you have any concerns or questions regarding your participation in this research, please contact mtasresearch@utk.edu.

By advancing to the next page and answering questions, you are indicating your consent to participate in the survey.

Would you consider your jurisdiction to be *primarily*:

- Rural
- Mixed Rural/Suburban
- Suburban
- Mixed Suburban/Urban
- Urban

Please indicate the size of the municipal population:

- more than 100,000 people
- 15,000-99,999 people
- 8,000-14,999 people
- 4,000-7,999 people
- 2,000-3,999 people
- less than 2,000 people

In which region of Tennessee is your jurisdiction located?

- West Tennessee
- Middle Tennessee
- East Tennessee

Please indicate the form of municipal government in which you are employed:

- Weak-Mayor
- Strong-Mayor
- Council/Manager
- Council/Administrator
- Metropolitan
- Do not know

What is your role in the municipal government?

- Mayor
- City Manager/Administrator
- Director/Department Head/Other Manager
- Council Member
- Other Elected Official
- Human Resources Professional
- Non-Managerial Staff

Please indicate the number of staff in the municipal government.

- 0-9 employees
- 10-29 employees
- 30-49 employees
- 50-99 employees
- 100-299 employees
- 300-499 employees
- 500-999 employees
- 1,000 or more employees

As part of their full or part-time duties, does the municipality have designated staff responsible for diversity related programming or services?

- Yes; if so, please indicate the number of staff members responsible for diversity programs or services: _____
- No
- Not sure

Which of the following departments or agencies provide diversity training or resources to municipal employees? (CHECK ALL THAT APPLY)

- Internal human resources
- Other internal employees
- Outside agency
- MTAS
- Not applicable
- Not sure

<p>Activities to recognize diverse heritages are promoted in the municipality.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Public relations efforts are made to reach minorities and diverse populations.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Information on diversity-related needs of the municipality is routinely gathered.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Changes to municipal services are routinely implemented to better meet the needs and expectations of diverse residents.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The municipality actively plans appropriate service delivery for current and projected diverse groups in the service/geographic area.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list any additional examples **(not included above)** that reflect **current** service delivery to diverse residents in the municipal service area.

If the municipality measures the impact of its diversity practices, which of the following measures are used? (CHECK ALL THAT APPLY)

- Employee surveys related to diversity practices
- Evaluation of employees' understanding of diversity in the community
- Number of complaints and litigation related to discrimination or harassment issues
- Resident surveys that address satisfaction with services to diverse groups
- Other (please specify): _____
- None of the above

Skip Logic routed to the next question was applied to... **Resident surveys that address satisfaction with services to diverse groups.**

If resident satisfaction surveys are used, indicate the level of agreement or disagreement with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Sure/Not Applicable
Resident satisfaction is routinely evaluated and compared among all diverse resident groups served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results of resident satisfaction surveys are communicated to employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on future service needs, please indicate which of the following diversity categories you think the municipality should focus on in the future.

(CHECK ALL THAT APPLY)

- Age
- Disability
- Economic/Income Status
- Education Level
- Language
- National Origin
- Race
- Religion
- Sex/Gender
- Sexual Orientation
- Other Not Listed: _____

Please indicate your level of preference for **EACH** of the following **training opportunities** that would most benefit the municipality, its employees, and residents (CHECK ALL THAT APPLY).

	Not Beneficial	Somewhat Beneficial	Beneficial
Online/webinar delivery of diversity related content and training to prepare employees for diverse resident interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person group training for employees by an outside diversity trainer/consultant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual diversity coaching with municipal leaders and employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group coaching with municipal leaders and employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annual professional development day addressing diversity topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased frequency and/or expansion of diversity training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other not listed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of preference for **EACH** of the following *resources* that would most benefit the municipality, its employees, and residents. (CHECK ALL THAT APPLY)

	Not Beneficial	Somewhat Beneficial	Beneficial
Materials that address specific diversity topics relevant to the municipality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demographic population profile of municipality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handbook or resource manual outlining diversity best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informational videos outlining diversity best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toolkit for diversity and inclusion implementation practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designated committee or task force to assist municipalities with diversity education and initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity resources available through a central online repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other not listed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments on ways diversity training, programs, or resources may be enhanced within the municipal government in order to provide effective service delivery to local residents:

What is your gender?

- Male
- Female

What is your age group?

- 24 & under
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 & over

What is your highest level of education completed?

- Some high school
- High school graduate or equivalency
- Some college, no degree
- Associate's degree, occupational
- Associate's degree, academic
- Bachelor's degree
- Master's degree
- Doctoral degree/J.D./M.D.

Which of the following racial classifications best describes you?

- White/Caucasian
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Some other race
- Two or more races

Would you describe yourself as Hispanic, Latino/a, or Spanish?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, of Hispanic, Latino, or Spanish origin

APPENDIX D: STATISTICAL ANALYSIS TABLES

Table 20: Statistical Predictors of Designated Diversity Staff in Municipalities

Logistic Regression Analysis Predictors of Designated Diversity Staff Within Municipalities						
Predictor Variables	B	S.E.	Wald	Df	Sig.	Exp(B)
POPULATION						
Less than 3,999 people (ref)			7.148	3	.067	
4,000-14,999 people	-.494	.526	.879	1	.348	.610
15,000-99,999 people	-.454	.656	.480	1	.489	.635
More than 100,000 people	1.389	.987	1.981	1	.159	4.010
TENNESSEE GRAND REGION						
West (Ref)			11.444	2	.003	
Middle	.905	.435	4.325	1	.038	2.472
East	1.472	.443	11.054	1	.001	4.357
NUMBER OF MUNICIPAL STAFF						
0-29 employees (Ref)			4.663	3	.198	
30-99 employees	.598	.515	1.347	1	.246	1.819
100-299 employees	1.172	.618	3.595	1	.058	3.228
300-1,000+ employees	1.449	.698	4.307	1	.038	4.260
MUNICIPAL GOVERNMENT FORM						
Weak-Mayor (Ref)			1.101	5	.954	
Strong-Mayor	.421	.444	.897	1	.344	1.523
Council/Manager	.308	.436	.502	1	.479	1.361
Council/Administrator	.265	.520	.260	1	.610	1.303
Council/Administrator	.632	1.384	.208	1	.648	1.881
Metropolitan	.637	.997	.408	1	.523	1.890
2 Log Likelihood=318.646; $\chi^2(13)=46.877, p < .001$.						

Table 21: Statistical Predictors of Diversity Training in Tennessee Municipalities

Logistic Regression Analysis Predictors of Diversity Training in Tennessee Municipalities								
Predictor Variables	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
GOVERNMENT FORM								
Weak-Mayor (Ref)			3.512	3	0.319			
Strong-Mayor	0.766	0.45	2.899	1	0.089	2.151	0.891	5.197
Council/Manager	0.477	0.441	1.17	1	0.279	1.611	0.679	3.825
Council/Administrator	0.837	0.637	1.726	1	0.189	2.31	0.662	8.06
REGION								
West (Ref)			0.203	2	0.904			
Middle	-0.121	0.426	0.08	1	0.777	0.886	0.385	2.043
East	0.051	0.472	0.012	1	0.915	1.052	0.417	2.651
GOVERNMENT STAFF								
0-29 employees (Ref)			12.885	3	0.005			
30-99 employees	0.914	0.459	3.973	1	0.046	2.495	1.015	6.133
100-299 employees	1.465	0.519	7.962	1	0.005	4.327	1.564	11.968
300-1,000+ employees	1.381	0.503	7.544	1	0.006	3.977	1.485	10.651
MODEL -2 Log Likelihood=234.182; $\chi^2(8)=21.740$, $p < .05$.								

Table 22: Statistical Analysis of Current Diversity Training Categories Within Municipalities

Current Diversity Training Categories within Municipalities								
Frequency of Current Diversity Training Categories				Chi-Square Significance		Logistic Regression Significance		
Rank*	Category	Frequency	Percent indicating category is offered (n=180)	χ^2 Significance based on population	χ^2 Significance based on TN grand region	Model Fit	Population	TN Grand Region
1	Race	140	77.8	$\chi^2 = 15.157$, df=3, p = .002	$\chi^2 = 7.625$, df = 2, p = .022	2 Log Likelihood=169.510; $\chi^2(5)=20.608$, p= .001	✓	✓
2	Disability	135	75.0	$\chi^2 = 10.182$, df=3, p =.017	$\chi^2 = 4.056$, df = 2, p =.132	2 Log Likelihood=184.073; $\chi^2(5)=15.580$, p= .008	✓	NA
3	Age	134	74.4	$\chi^2 = 11.57$, df = 3, p = .009	$\chi^2 = 5.518$, df = 2, p =.063	2 Log Likelihood=187.738; $\chi^2(5)=16.278$, p= .006	✓	NA
4	Sex/gender	125	69.4	$\chi^2 = 14.693$, df = 3, p =.002	$\chi^2 = 2.150$, df = 2, p =.341	2 Log Likelihood=201.688; $\chi^2(5)=17.508$, p= .004	✓	NA
5	National Origin	107	59.4	$\chi^2 = 7.682$, df = 3, p =.053	$\chi^2 = 10.996$, df = 2, p =.004	2 Log Likelihood=223.325; $\chi^2(5)=17.934$, p= .003	✓	✓
6	Religion	103	57.2	$\chi^2 = 6.136$, df = 3, p =.105	$\chi^2 = 12.799$, df =2, p =.002	2 Log Likelihood=226.339; $\chi^2(5)=17.720$, p= .003	NA	✓

7	Language	84	46.7	$\chi^2 =$, df = 3, $p = .494$	$\chi^2 = 9.133$, df = 2, $p = .010$	2 Log Likelihood=236.392; $\chi^2(5)=11.078$, $p = .05$	NA	✓
8	Sexual Orientation	76	42.2	$\chi^2 = 7.026$, df = 3, p =.071	$\chi^2 = 5.041$, df = 2, $p = .080$	2 Log Likelihood=232.818; $\chi^2(5)=11.241$, $p =$.047	✓	NA
9	Economic/Income Status	65	36.1	$\chi^2 = .888$, df = 3, $p = .828$	$\chi^2 = .220$, df = 2, $p = .896$	2 Log Likelihood=233.568; $\chi^2(5) = .993$, $p = .963$	NA	NA
10	Education Level	41	22.8	$\chi^2 = .820$, df = 3, $p = .845$	$\chi^2 = .319$, df = 2, $p = .853$	2 Log Likelihood=191.325; $\chi^2(5)=1.324$, $p = .932$	NA	NA

Table 23: Statistical Analysis of Future Diversity Training Categories Preferred by Municipalities

Future Diversity Training Categories Preferred by Municipalities								
Frequency and Preference Levels				Chi-Square Significance		Logistic Regression Significance		
Rank*	Category	Frequency	Percent indicating future preferred category (n=290)	χ^2 Significance based on population	χ^2 Significance based on TN grand region	Model Fit	Population	TN Grand Region
1	Age	213	73.4	$\chi^2 = 1.628$, df =3, p =.653	$\chi^2 = 1.096$, df =2, p =.578	2 Log Likelihood=330.883; $\chi^2(5)=2.928$, p= .711	NA	NA
2	Disability	184	63.4	$\chi^2 = .168$, df =3, p =.983	$\chi^2 = 2.296$, df =2, p =.317	2 Log Likelihood=374.283; $\chi^2(5)=2.670$, p= .751	NA	NA
3	Language	154	53.1	$\chi^2 = 17.581$, df =3, p =.001	$\chi^2 = 2.735$, df =2, p =.255	2 Log Likelihood=377.568; $\chi^2(5)=19.291$, p= .002	✓	NA
4	Economic/ Income Status	145	50.0	$\chi^2 = 8.233$, df =3, p =.041	$\chi^2 = 1.412$, df =2, p =.494	2 Log Likelihood=387.521; $\chi^2(5)=10.342$, p = .066	✓	NA
5	Race	142	49.0	$\chi^2 = 17.339$, df =3, p =.001	$\chi^2 = 3.257$, df =2, p =.196	2 Log Likelihood=377.433; $\chi^2(5)=20.263$, p= .001	✓	NA
6	Education Level	106	36.6	$\chi^2 = 8.618$, df =3, p =.035	$\chi^2 = 3.507$, df =2, p =.173	2 Log Likelihood=365.878; $\chi^2(5)=12.160$, p= .033	✓	NA
7	National Origin	104	35.9	$\chi^2 = 20.177$, df =3, p =.000	$\chi^2 = 1.052$, df =2, p =.591	2 Log Likelihood=353.368; $\chi^2(5)=21.324$, p= .001	✓	NA
8	Sex/gender	95	32.8	$\chi^2 = 11.278$, df =3, p =.010	$\chi^2 = .228$ df =2, p =.892	2 Log Likelihood=352.844; $\chi^2(5)=11.584$, p= .041	✓	NA
9	Sexual Orientation	91	31.4	$\chi^2 = 12.686$, df =3, p =.005	$\chi^2 = 1.622$, df =2, p =.444	2 Log Likelihood=345.168;	✓	NA

						$\chi^2(5)=13.377, p = .020$		
10	Religion	90	31.0	$\chi^2=17.923, df=3, p=.000$	$\chi^2 = 2.084, df =2, p =.353$	2 Log Likelihood=336.495; $\chi^2(5)=20.500, p= .001$	✓	NA

Rank based on percentage indicating a future preference for category.

Table 24: Statistical Analysis of Preferred Future Training Formats

Frequency and Rank of Preferred Future Training Formats by Tennessee Municipalities									
RANK*	TRAINING FORMAT	FREQUENCY				ANOVA RESULTS (IV=population)			MULTINOMIAL REGRESSION RESULTS
		Not Beneficial	Somewhat Beneficial	Beneficial	% Beneficial**	Means***	Between Group Significance (if F>2)	Post Hoc Significance Between Groups	Significant Independent Variables (IVs=Tennessee grand region, population, number of municipal staff)
1	In-person group training for employees by an outside diversity trainer/consultant (n=287)	29	95	163	89.9%	2.47	$F = 5.686$ $p = .001$	$p = .006$ (1 and 2) $p = .001$ (1 and 3)	Number of municipal staff
2	Annual professional development day addressing diversity topics (n=286)	58	109	119	79.7%	2.21	$F = 3.742$ $p = .012$	$p = .011$ (1 and 2)	NA
3	Small group coaching with municipal leaders and employees (n=283)	47	129	107	83.4%	2.21	$F = 3.025$ $p = .030$	$p = .020$ (1 and 4)	NA
4	Online/webinar delivery of diversity related content and training to prepare employees for diverse resident interaction (n=288)	45	141	102	84.4%	2.20	Not significant	Not significant	Number of municipal staff
5	Increased frequency and/or expansion of diversity training (n=280)	62	114	104	77.8%	2.15	Not significant	Not significant	NA
6	Individual diversity coaching with municipal leaders and employees (n=281)	83	123	75	70.5%	1.97	Not significant	Not significant	NA

Table 25: Statistical Analysis of Preferred Diversity-Related Resources by Municipalities

Frequency and Rank of Preferred Diversity-Related Resources by Municipalities									
RANK	RESOURCES	Beneficial Preference				ANOVA RESULTS (IV=population)		MULTINOMIAL REGRESSION RESULTS	
		Not Beneficial	Somewhat Beneficial	Beneficial	% Beneficial**	Means***	Between Group Significance (if F>2)	Post Hoc Significance Between Population Groups	Significant Independent Variables (IVs=Tennessee grand region, population, number of municipal staff)
1	Handbook or resource manual outlining diversity best practices (n=276)	23	99	154	91.7%	2.47	Not significant	Not significant	Number of municipal staff
2	Materials that address specific diversity topics relevant to the municipality (n=279)	28	115	136	89.9%	2.39	Not significant	Not significant	NA
3	Demographic population profile of municipality (n=270)	27	113	130	90%	2.38	Not significant	Not significant	Number of municipal staff & Population
4	Informational videos outlining diversity best practices (n=269)	35	115	119	87%	2.31	F=3.427 p= .018	p= .046 (1 and 2)	NA
5	Diversity resources available through a central online repository (n=267)	37	116	114	86.1%	2.29	F=5.197 p= .002	p= .009 (1 and 2) p= .0007(1 and 4)	Number of municipal staff
6	Toolkit for diversity and inclusion implementation practices (n=266)	33	125	108	87.6%	2.28	Not significant	Not significant	NA

7	Designated committee or task force to assist municipalities with diversity education and initiatives (n=262)	67	110	85	74.4%	2.07	F=7.043 p= .000	p= .000 (1 and 4) p= .012 (2 and 4)	Population & Tennessee grand region
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**Rank based on highest ranking of 'Beneficial' in frequency and means*

***Combined percentage of 'Somewhat Beneficial' and 'Beneficial'*

****Closer to 3 indicates higher preference toward 'Beneficial'*

Table 26: Statistical Analysis of Current Service Delivery Efforts for Diverse Groups

CURRENT SERVICE DELIVERY EFFORTS FOR DIVERSE GROUPS IN MUNICIPALITIES					
RANK*	SERVICE DELIVERY EFFORT	MEANS**	Percent indicating Agree or Strongly Agree	Between Group Significance (if F>2)	Post Hoc Significance Between Groups
1	Prompt action is taken when negative feedback is received from diverse population groups.	3.86	78.1% n=278	Not significant	Not significant
2	Public relations efforts are made to reach minorities and diverse populations.	3.35	50.4% n=274	F=8.488 p= .000	p= .001(1 and 3) p= .000(1 and 4) p= .001(2 and 4)
3	Activities to recognize diverse heritages are promoted in the municipality.	3.13	36.5% n=271	F=13.194 p= .000	p= .00 (1 and 3) p= .00 (1 and 4) p= .00 (2 and 4) p= .00 (3 and 4)
4	The municipality actively plans appropriate service delivery for current and projected diverse groups in the service/geographic area.	3.12	34.5% n=261	F=3.940 p= .009	p= .012(1 and 4)
5	Changes to municipal services are routinely implemented to better meet the needs and expectations of diverse residents.	3.01	32.4% n=269	F=4.567 p= .004	p= .002 (1 and 4)
6	Resident information materials are available in languages, other than English, that are spoken by significant numbers of community residents.	2.92	38.8% n=268	F=4.193 p= .006	p= .00 (1 and 2)
7	Information on diversity-related needs of the municipality is routinely gathered.	2.93	29.4% n=258	F=5.578 p= .001	p= .001 (1 and 4) p= .002 (2 and 4) p= .002 (3 and 4)

*Rank based on mean.

**Likert Scale using 1=Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5, Strongly Agree