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FINAL REPORT
Best Strategies for Hiring, Retaining, and Utilizing
Minorities and Women

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<p>To better assess the state of workforce diversity and opportunities to address diversity challenges, TDOT issued a research contract to the University of Memphis (with subcontracts to Tennessee State University and Vanderbilt University) in December 2018 to examine these issues. The focus of this research was to assess TDOT's goals, challenges, and practices with regard to attracting and retaining diverse talent and to develop a comprehensive framework for successful hiring and retention of minorities and women.</p> <p>A literature review was undertaken to fully understand best practices and challenges in the national landscape of diversity and inclusion. It was next important to fully understand TDOT's current workforce status and environment. The research team analyzed TDOT's workforce data to determine current demographics and how this compares to state and national statistics. An analysis of TDOT staffing patterns from 2011-2019, demographic profiles, state and national comparisons, Equal Employment Opportunity Commission (EEOC) complaints (January 2014 – December 2018) and compliance data (applicant tracking documentation; data available for January – December 2019) were also conducted.</p> <p>To better gauge the workplace culture and staff perceptions, an agency-wide survey was developed and conducted in the fall of 2019, resulting in 545 completed surveys. A series of interviews of TDOT staff in varying levels of leadership across the organization were also conducted, engaging 48 staff. Additionally, a set of interviews was conducted with 23 state Departments of Transportation (DOTs) across the country in the spring of 2020 to better understand how other agencies are addressing diversity and inclusion initiatives. The research team also developed a database of potential organizations and agencies throughout the four regions and headquarters that could provide community partnerships, training, and/or recruitment efforts to help TDOT with its workforce diversity challenges.</p> <p>Key findings of this research include:</p> <ul style="list-style-type: none"> • TDOT has demonstrated significant commitment to diversity and inclusion with staff acknowledging 		

improvements in recruiting practices and intentional programming designed to increase awareness of and respect for diversity within the organization.

- TDOT has made notable gains in attracting and retaining female and Black engineers, with TDOT’s 17% female and 6% Black representation rates exceeding both state and national statistics for engineering.
- The Reconnect program has been highly successful in providing employees with an opportunity to earn pay increases.
- Women reported gender (23%) and sexual harassment (27%) allegations significantly more frequently than men (10% for both categories), while men reported race (32%) and retaliation (18%) significantly more frequently than women (race – 18%; retaliation – 8%). Additionally, complaints filed by staff in Regions 2, 3, and 4 are overrepresented as compared to the percentage of the TDOT workforce they represent. However, the data analyzed was from a 5-year time period with a total of only 118 complaints. It should be noted that this represents only 3% of TDOT’s total workforce.
- Women and minorities are significantly underrepresented in Operations Tech (7% female, 11% minority) and TDOT Tech (12% female, 16% minority) categories.
- The TDOT staff survey revealed that most employees (96%) recognize a broad definition of diversity. The survey also revealed that only 44% of Black or Hispanic and 53% of female staff are satisfied with current organizational culture surrounding diversity.

The results from all aspects of the study informed a set of recommendations for TDOT to consider for moving forward and developing a more inclusive workplace culture where diverse individuals from all backgrounds feel valued and respected. The recommendations encompassed redefining policies and practices to provide a more strategic approach to diversity and inclusion, strategies for attracting diverse candidates that include comprehensive, agency-wide outreach and pipeline efforts that engage community partners, and approaches to creating an inclusive workplace culture that are centered on communicating the value and importance of diversity and inclusion to TDOT’s mission.

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Executive Summary

TDOT issued a research contract to the University of Memphis (with subcontracts to Tennessee State University and Vanderbilt University) in December 2018 to examine the state of workforce diversity within the agency and opportunities to address diversity challenges. The goal was to inform a comprehensive framework for successful hiring and retention of minorities and women. To achieve this goal, a literature review, statewide staff survey, analysis of workforce data, interviews of agency leaders, and interviews with other DOTs were undertaken. The research team also developed a database of potential organizations throughout the four regions and headquarters that could provide community partnerships, training, and/or recruitment efforts to help TDOT with its workforce diversity challenges. The results from this research informed a set of recommendations for TDOT to consider for developing a more inclusive workplace culture where diverse individuals from all backgrounds feel valued and respected.

Key Findings

TDOT is doing many things well when it comes to valuing diversity and inclusion, and this study has also identified areas where specific focus can lead to better outcomes and culture. Primary findings include:

- TDOT's Human Resources (HR) and Civil Rights (CR) divisions have demonstrated strong commitment to enhancing diversity and inclusiveness at TDOT. TDOT's decision to begin a comprehensive diversity and inclusion initiative with a research-based approach is particularly innovative and should be a point of pride shared with DOTs across the country.
- 61% of TDOT staff interviewed for this research project pointed to specific positive changes that have occurred in recent years, particularly through initiatives led by HR in recruiting practices.
- A special point of pride for TDOT is the achievement related to diversity of engineers within the agency. Women represent 17% of TDOT engineering staff (predominantly civil engineers), while statewide women make up only 9.5% and nationally only 12.5% of civil engineers. Black or African Americans make up 6.4% of TDOT engineering staff, once again exceeding state and national averages of 4.7% and 4.0%, respectively.
- TDOT has also developed numerous programs that have been successful in retention and promotion of diverse employees, including Reconnect – which provides a path for technical staff to earn job-related certificates through the Tennessee College of Applied Technology.
- Women and minorities are significantly underrepresented in Operations Tech (7% female, 11% minority) and TDOT Tech (12% female, 16% minority) categories.
- Staff survey results indicate most (96%) recognize a broad range of diversity when asked to explain what it means to them, providing a strong foundation from which TDOT can build future efforts.
- Between 14-30% of respondents declined to provide at least some demographic information in their survey response and were frequently more ambivalent (higher frequency of 'Neither Agree nor Disagree' response) or responded more negatively to survey questions overall.
- There are key areas of diversity policy and practices at TDOT that require additional attention. Specifics are not discussed in the public report for confidentiality reasons. The appendices provide information on the surveys that allowed the researchers to develop the conclusions provided to TDOT Human Resources.

Recommendations

Redefining Policies and Practices

1. A strategic approach to diversity and inclusion that elevates the importance of diversity throughout the organization and emphasizes the commitment of leadership, as well as shared

accountability, is key to changing outcomes.

2. Workforce metrics that take regional and occupational demographics into account, rather than a single metric for all purposes, should be explored.
3. TDOT should consider a more collaborative model for managing diversity and inclusion initiatives across the organization that is led by HR and emphasizes strong ties between HR and CR divisions.
4. Executive champions and a structured and ongoing process for engaging staff at all levels and regions in the development and implementation of diversity and inclusion programs is necessary.
5. The state hiring process should be evaluated to identify opportunities to increase diversity of the candidate pool and success of diverse candidates, particularly for technician series jobs.

Strategies for Attracting Diverse Candidates

1. A comprehensive agency-wide approach for outreach activities and pipeline efforts is needed that engages staff at all levels.
2. Expanding community partnerships, especially those that serve populations underrepresented at TDOT, can enhance recruiting potential.
3. Placing increased attention on marketing and public education can increase awareness and create a positive image of TDOT and its employees in Tennessee communities.

Approaches to Creating an Inclusive Workplace Culture

1. Increasing focus on communicating the value and importance of diversity and inclusion across the organization and ensuring leadership at all levels sends a consistent message and creates a consistent and supportive environment is essential for lasting and transformative impact.
2. Training opportunities that actively engage staff can enhance organizational culture.
3. Regular forums that foster communication amongst TDOT staff and celebrate diversity along with strategies focused on employee retention can positively impact culture and embrace of diversity.
4. Funding opportunities for expanding diversity initiatives and developing talent should be pursued.

These recommendations address findings identified through examination of TDOT's staffing, hiring, and EEOC data, an agency-wide staff survey, and interviews of TDOT managers/leaders. They are informed by literature review, TDOT staff suggestions, and interviews of other DOTs, address specific areas of need for TDOT, and have proven effective in similar environments. Deploying these approaches in combination with internal expertise will enhance TDOT's ability to create a model workplace environment.

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Chapter 1. Introduction

Attracting and retaining qualified workers into the transportation industry has garnered much attention in recent years with the recognition that more than 50% of the public sector transportation workforce is eligible for retirement- a rate double that of the nation's entire workforce (Cronin, Anderson, Heinen, Cronin, Fien-Helfman, & Venner, 2011) (Transportation Research Board, 2003). Additional workforce challenges include competition from other workforce sectors for skilled labor (RAND, 2004), increased demand on transportation agencies due to expanding use of the transportation system and aging infrastructure, and the need for training so the transportation workforce has the skills necessary to keep pace with changing technology (Adams & Collura, 2012) (Southeast Transportation Workforce Center, 2015) (Transportation Research Board, 2003) (Deloitte, 2017). The efforts to recruit and retain a skilled workforce must target points all along the career pipeline, from K-12 to post-employment, including retraining for second careers (Southeast Transportation Workforce Center, 2015).

The Tennessee Department of Transportation (TDOT) is not immune to the challenges faced at a national level in attracting and retaining a diverse workforce. Tennessee reflects national trends in population demographics, with significant shifts expected in the next several years. In 2016, 51% of Tennessee's more than 6.6 million residents were female, 74% of residents were White, 17% African American, 5% Hispanic, and 4% other ethnicities (US Census Bureau, 2016). Projections indicate that the Hispanic population will grow to nearly 10% in the state by 2040 (Tennessee Department of Transportation, 2016), and the combined percentage of African American and Hispanic residents alone by 2060 will be nearly 30% (US Census Bureau, 2017). Thus, it is not only imperative that TDOT's diversity goals of 23% minority and 26% female representation be met, but a plan must also be in place to exceed these goals so that TDOT develops a robust and highly talented workforce that is reflective of the communities it serves.

To better assess the state of workforce diversity and opportunities to address diversity challenges, TDOT issued a research contract to the University of Memphis (with subcontracts to Tennessee State University and Vanderbilt University). The focus of this research is to assess TDOT's goals, challenges, and practices with regard to attracting and retaining diverse talent and to develop a comprehensive framework for successful hiring and retention of minorities and women. To achieve this goal, a literature review was undertaken to fully understand best practices and challenges in the national landscape of diversity and inclusion. It was next important to fully understand TDOT's current workforce status and environment. The research team analyzed TDOT's workforce data to determine current demographics and how this compares to state and national statistics. An analysis of staffing patterns, demographic profiles, state and national comparisons, Equal Employment Opportunity Commission (EEOC) complaints and compliance data were also conducted. To better gauge the workplace culture and staff perceptions, an agency-wide survey was developed and conducted along with a series of interviews of TDOT staff in varying levels of leadership across the organization. Finally, a set of interviews was conducted with Departments of Transportation (DOTs) across the country to better understand how other agencies are addressing diversity and inclusion initiatives. The

results from all of these aspects of the study informed a set of recommendations for TDOT to consider for moving forward and developing a more inclusive workplace culture where diverse individuals from all backgrounds feel valued and respected.

This abridged report includes Chapters 1, 2, 6, 7, 9, and a portion of the recommendations from Chapter 8. Other chapters were removed at the request of the Human Resources Division for confidentiality purposes which were approved by FHWA as part of this publication. The appendices do provide the survey instruments which TDOT found very useful for the purposes of this study. Those with any additional questions related to this research can reach out to TDOT's Research Office at TDOT.Research@tn.gov

Chapter 2. Literature Review

In order to develop a deep understanding of strategies related to diversity and inclusion that may help (or hinder) organizational goals, it is important to examine the literature related to the topic. The following sections outline: the business case for diversity (which can help an agency better convey the importance of diversity and inclusion goals); best practices for achieving diversity (including both recruitment and retention strategies); and barriers to diversity and inclusion (which can create pitfalls as organizations strive to achieve their goals). Finally, more specific challenges faced by DOTs are discussed, as transportation agencies employ significant numbers of staff in occupations where women and minorities are historically underrepresented.

2.1 The Business Case for Diversity

There is a business case for diversity. The changing demographics nationally and globally mean that organizations that are to remain competitive and innovative must find ways to create a culture that is supportive of diversity (Sanchez-Appellaniz & Triguero-Sanchez, 2012)(Cohn & Caumont, 2016) (McKinsey & Co., 2017) (Hunt, Layton, & Prince, 2015). A diverse workforce is a critical component to supplying the variety of perspectives and skillsets required for successfully solving the complex global challenges of the future (Hunt, Layton, & Prince, 2015). Achieving diversity goals is a struggle within the transportation workforce, where representation of women and minorities varies by mode and occupation. While women account for nearly 47% of the total workforce nationally, they make up only 2-26% of the workforce in specific transportation occupations (Bureau of Labor Statistics, 2017). Across all industries and occupations, women are also significantly underrepresented in leadership positions, and increasingly so the higher up the ladder it is examined (McKinsey & Co., 2017).

Addressing ethnic diversity issues is also of paramount importance, particularly given the fact that it is projected that by 2055, the US will no longer have a single ethnic majority (Cohn & Caumont, 2016). Similar trends to that for women are evident when considering ethnicity broadly (McKinsey & Co., 2017). African American and Hispanic workers are disproportionately represented in lower-wage occupations (Bureau of Labor Statistics, 2017), and men of color make up even less of the managerial workforce than do women (McKinsey & Co., 2017).

Studies also show that organizations with the most diverse workforces realize significantly increase in efficiency, innovation and profitability (Glassdoor, Inc., 2017) along with improved decision-making (Sanchez-Appellaniz & Triguero-Sanchez, 2012). Not only that, but more than 65% of job seekers indicate workplace diversity is a critical factor in their decision-making process related to accepting a job (Glassdoor, Inc., 2017). In a recent global survey of more than 10,000 human resources leaders and other high-level executives from a diverse range of organizations, 81% indicated talent acquisition and 69% indicated diversity and inclusion were top priorities for organizational agility and growth (Deloitte, 2017). However, these same companies also reported a significant gap in achieving goals related to both priorities. Another study conducted across North America by PwC Global found that 87% of organizations ranked diversity and inclusion as a top priority, but more than 40% indicated this is a significant area of challenge to

organizational progression (PwC Global, 2017). Thus, diversity and inclusion are the focus of much current discussion related to organizational management, and this is only expected to increase.

2.2 Best Practices for Achieving Diversity

Achieving diversity goals requires examination of both recruitment and retention practices. It is not enough to hire diverse workers; strategies must be in place to create an environment of inclusivity for a culture of diversity to develop. Thus, both diversity and inclusion approaches must be part of an overall plan to improve diversity outcomes (PeopleFluent, 2016). At the outset, an organization must define the value system and motivation for addressing diversity and inclusion- it is not enough to place emphasis on increasing diversity- to be successful, organizations must clearly articulate the value behind this decision (Deloitte, 2017). This requires that leadership understand the role of diversity in the organizational structure and strategic plan (Sanchez-Appellaniz & Triguero-Sanchez, 2012).

There must also be a culture that is supportive of diverse professionals. Otherwise, while an agency may be effective in recruiting workers from varied gender, ethnicity, and ability, they will not be effective in retaining these workers long-term. Organizations must examine hiring practices to ensure there is not unintentional bias or 'job steering' resulting in underrepresented groups being passed over for jobs for which they are qualified, or being underemployed (PeopleFluent, 2016).

Additional strategies are required to address perception issues, implicit bias, stereotype threat, and other factors impeding progress toward diversity goals (Heckman, Johnson, Foo, & Yang, 2017). A recent report released by the National Academies of Sciences, Engineering, and Medicine promotes a set of recommendations for improving diversity outcomes related to women in STEM at the postsecondary level that are also translatable to industry (NASEM, 2020). The report outlines five specific requirements to create institutional transformation:

(1) committed leadership at all levels; (2) dedicated financial and human resources; (3) a deep understanding of institutional context; (4) accountability and data collection—especially as a tool to inform and incentivize progress; and (5) adoption of an intersectional approach that explicitly addresses challenges faced by women of color and other groups who encounter multiple, cumulative forms of bias and discrimination. (NASEM, 2020).

These supports are extremely important regardless of whether programs for change are implemented at the college or career level.

Recruitment

Avery (2003), discussed diversity in recruitment advertising. It was found that racial diversity in recruitment advertising had different success rates based on the attitudes of respondents toward racial diversity (and their openness to it). It did however suggest that racial diversity in recruitment advertising can be beneficial if done correctly. It is important that it conveys the idea

that there is diversity that extends beyond entry level positions (Avery, 2003). Avery and McKay (2006) consolidated existing research on recruitment tactics aimed at women and minorities and examined their usages and efficacy. Based on their extensive review of the literature they found that racially diverse recruiters may help garner interest in minority job seekers, but this has not been proven with a high degree of certainty. Organization Impression Management, or OIM, could be a useful tool for targeted recruitment. OIM refers to a number of activities carried about by the organization that seek to present the organization in a favorable light to prospective job applicants. Avery and McKay recommend recruiting at colleges and universities with high minority and female enrollment, promoting diversity policies, targeted recruitment advertising, and participating in job fairs in diverse communities. Strategic ad placement is also touted as a useful method of minority and female recruitment. Statements on recruitment ads should indicate inclusivity, and Equal Employment Opportunity (EEO) statements were more positively received than Affirmative Action Plan (AAP) or Diversity Management Plan (DMP) statements (Avery, 2003).

McNab and Johnston (2011) conducted a study that analyzed three recruitment advertisements that were identical save for an Equal Employment Opportunity (EEO) statement. One advertisement had no EEO statement, one had a minimal statement, and one had an extensive statement. Organizational attractiveness increased with the existence of at least some type of EEO statement. For the extensive statement, female participants rated the organization more positively than male participants. The male participants rated the organization with the minimal EEO statement as the most positive (McNab and Johnston, 2011).

Doverspike's (2000) study on recruiting nontraditional demographic groups analyzed the beginning stages of recruitment and how they can be focused towards underrepresented groups. It is important when recruiting minorities to maximize the perceived fairness and validity of selection systems. Minorities are more likely to apply to organizations they perceive as fair and socially responsible. This study also specifically mentions public organizations and the importance of developing the future applicant pool through outreach efforts aimed at existing educational institutions and through developing their own training centers. In order for display of affirmative action programs or diversity initiatives in the recruitment process to be effective, the procedures must be perceived as just and emphasize merit or ability (Doverspike, 2000).

Another strategy to increase the number of women in transportation is to diversify the perception of the industry. This includes educating everyone, specifically women, on the various aspects and therefore required skills that encompass the field of transportation. The researchers stress the need to show women that they belong in the industry and that their skills are invaluable to the various operations. In order to do this, it is imperative to connect with girls of younger ages so that they have transportation careers in their minds as options (MIT 2018).

Engagement is another tool that can help both recruitment and retention of diverse employees. This can include working with diverse groups of current employees to examine and develop better approaches to create a more diverse environment. Another option is to create employee resource groups and committees to support the employees and the departments. Collaborative

initiatives can also play a role in aiding workplace diversity. Collaborating with other organizations and educational institutions can promote transportation careers and inform potential workers of the various skills that are needed in the transportation field. Often people do not consider these careers because they have little knowledge of what is available, and the perception is that these are jobs for white males. By educating people, particularly students, in the various jobs that make up the transportation industry, the number of people with valuable skills who apply for these jobs can increase (TR News Magazine 2019).

Retention

Employees are drawn to workplaces with clear and effective diversity policies. And employees will stay at organizations where they feel valued and included. A study specifically focused on women in the workforce found that higher gender diversity leads to less turnover specifically when paired with strong gender focused policies that are put into practice (Muhammed 2015). Servon and Visser (2011) looked at women in science, engineering, and technology fields. They recommend policies aimed at changing organizational culture such as promoting more female executives and expanding recruitment processes to include more female applicants. This will not only increase the number of women in the organization but help facilitate change within the company culture as well. Career advancement paths that allow for pauses and easier entries and exits along the way is an effective method of retaining female executives (Servon and Visser, 2011). Another suggestion is to provide online support to help women who have taken a leave to stay connected to colleagues and mentors; this also facilitates the re-entry process after short leaves of absence. Having and promoting family friendly policies, such as flexible maternity and paternity leave, partial family leave, and on-site daycare opportunities increase retention of female workers. And, allowing for a work-life balance helps with both retention of women and men (Servon and Visser, 2011).

Zatzick, Elvira, and Cohen (2003) conducted a study that focused on retention of racial minorities in the workplace. The study found that increasing the population of a specific racial minority group increases the retention of members of that group. The effect of higher minority presence in workplace retention was found to be more substantial the smaller the initial population was. Turnover also was shown to decrease when there were minorities of an employee's own race in positions above them. It was also shown that increasing the minority population in the workplace in general increases retention for all minority groups (Zatzick, et al., 2003).

Another issue currently facing workplace diversity policies is the importance of recognizing the multiplicity of identities. Dennissen, Benschop, and Brink (2018) emphasize the importance of an intersectional approach to diversity networks within workplaces. They define diversity networks as policy-based organizational systems that allow minority members to find support within the workplace. Most workplaces focus on single identity categories, which neglects to account for the differences in experiences between for example a white woman in an organization and a black woman in an organization (Dennissen et al., 2018). Intersectionality is broadly defined as the understanding that people have many different identities: gender, ethnic, socioeconomic, sexuality, age, religion, and race, and all of these identities are not freestanding and singularly important, but rather reinforce and alter the dynamics of each other. It is important when

analyzing diversity initiatives to understand the multiple identities people have (Rodrigues et al 2016).

A case study on two different workplaces found different benefits people gained from diversity networks (Dennissen et al., 2018). The ethnic minority networks gave people a place at work where they felt more comfortable and at home. And membership in the networks for women was found to be important for career purposes. This study also found that siloing identities reinforced processes of privilege and allowed further inequalities to develop. For example, the minority women in the women-specific groups did not feel like their experiences matched that of the majority of the group (Dennissen et al., 2018). Unfortunately, although the understanding of intersectionality has grown in recent years, implementation of practices that allow for multiple identities has not been widely observed.

Stevens et al 2008 touted the benefits of All-Inclusive Multiculturalism as a positive organizational approach to diversity initiatives. Two more common diversity initiatives are colorblindness and multiculturalism. The colorblind approach focuses on ignoring cultural group identities and realigning them with an overarching identity. This approach is more commonly liked by majority group members but can be interpreted by minorities as exclusionary, resulting in feelings of isolation rather than inclusion. The multicultural approach emphasizes the benefits of a diverse workforce and recognizes employee differences as strengths. This approach is more accepted by minorities but less liked by majority groups. People feel more negatively towards organizations that frame policies as benefiting minorities rather than framing them as benefiting all members of the organization. In this paper, All Inclusive Multiculturalism is presented as a method that avoids the pitfalls of the other two. The All Inclusive Multiculturalism, or AIM, approach emphasizes that diversity includes all employees - minorities and nonminorities. This approach acknowledges the differences and importance of differences, which is essential for gaining minority support, but also explicitly acknowledges the role that nonminority members have in workforce diversity (Stevens et al., 2008). This points to the importance of designing organizational diversity efforts to emphasize the value of diversity, the role everyone can play in advancing diversity efforts, and the importance of contributions from all employees.

Jansen, Otten, and Zee (2015) analyzed the effects of the all-inclusive multicultural approach on majority members' support for organizational diversity efforts. Their study analyzed both prospective organization members and current organization members. This study looked at majority members' negative attitudes towards a traditional multicultural approach as being caused by perceived exclusion of the majority members. The AIM approach should mitigate this feeling as it acknowledges the importance of all demographic groups, not just minority groups. The results of the study found that for prospective organization members, the AIM approach led to higher levels of anticipated inclusion, but only for those with a high NTB (need to belong). However, for current organization members, the AIM approach led to higher levels of anticipated inclusion regardless of levels of NTB. Majority members feel higher levels of inclusion through the AIM approach than through traditional multiculturalism (Jansen, et al., 2015).

Kalev, Kelly, and Dobin (2006) assessed the efficacy of seven traditional paths of corporate diversity policies: affirmative action plans, diversity committees and task forces, diversity managers, diversity training, diversity evaluations for managers, networking programs, and mentoring programs. This study grouped these programs into three overarching categories - structures that establish responsibility, which include affirmative action plans, diversity committees, and diversity staff positions leading to significant increases in managerial diversity. Programs that utilize education and feedback to counter managerial stereotyping - such as diversity training and diversity evaluations – did not lead to increases in diversity (Kalev et al., 2006). Programs that address social isolation in women and minorities, networking and mentoring programs, lead to moderate changes. The efficacy of these programs is not universal among groups. The study found that white women benefited the most from these programs, black women benefited some, and black men benefited least from these programs (Kalev et al. 2006). Organizational responsibility structures made the networking, performance evaluations, training, and mentoring programs more effective. This study points to the importance of dictating responsibility to certain parties and making sure they have the expertise and authority to properly enact change. The methods that utilized hiring specialists to incorporate diversity into the everyday practices and the hiring processes led to more positive change than trying to change individuals through yearly diversity training (Kalev et al., 2006)

Managing diversity is complicated and requires an understanding of many different variables and moving parts. There are conflicting reports for the best methods of retaining a diverse workforce, but the research seems to point towards a few cohesive conclusions. There should be a specific person or group of people who focus on diversity in the workplace. Policies should be clear and well-implemented, which can be accomplished by having people focused specifically on diversity initiatives within the organization, and this will lead to increased retention among women and minorities if there is clear evidence that the company stands behind those policies (Muhammed 2015). Taking care not to alienate the majority group from diversity efforts can increase acceptance of diversity initiatives agency wide. The all-inclusive multicultural approach is relatively new and shows promise for creating a well-liked and supportive diversity approach. Much of the research regarding retention of women and minorities points to the existence of an already diverse workplace as a prominent factor in retention.

In order to create a truly diverse workplace, the values behind why diversity measures are being taken must be clearly defined. One option in achieving this is to hire diversity and inclusion specialists as part of the human resources team, or a diversity and inclusion division. The culture must also be supportive of diverse professionals. It is difficult to retain workers long-term if they do not feel like they belong or have a space in an organization (TR News Magazine 2019).

2.3 Barriers to Diversity and Inclusion

The increased importance of workplace equity has prompted a variety of efforts to improve diversity such that workplace and population demographics align more closely. In order to fully succeed, these efforts must be built upon an understanding of what caused this inequity to exist and persist in the workplace. The greatest barrier to diversity appears to be, simply put, information. Lack of information results in an informal network that allows stereotypes to thrive.

While hiring processes are ideally an objective process, when information is not readily or adequately available, more informal networks of information are used. These networks, which rely heavily on “who knows who, and who is recommended by a trusted source,” (Falkenberg, 1997) greatly disadvantage women and minorities who are not a part of these networks. A study of the Bank of Montreal (an industry in which women make up 90% of employees but only 7% of executives) revealed that a variety of stereotypes about women are prevalent in the hiring process, including the misconceptions that women need more education, that they are either too old or too young for promotions, and they will quit when they have children. These stereotypes do not align with the education or age of female employees in the Bank of Montreal case study. The average female employee was 37 years old, only one year younger than the average male employee, and over 1,000 women in non-management positions had degrees while approximately 200 men in the same type of positions have degrees (Falkenberg, 1997).

The claim that women will simply not return to work upon having children appears to result in a discrimination specifically against mothers. Paired with a growing expectation that employees be willing to accept long work hours, be available at any hour to employers, and value a successful career over family life and leisure, mothers find themselves at a great disadvantage in the hiring process. Mothers face an additional challenge through the social expectation that they work fewer hours to dedicate more time to raising their children, and are often viewed less favorably by employers, even when their behavior is identical to that of fathers and childless workers (Corell, 2010).

Even what appears to be an attempt to eliminate discrimination and improve diversity on the basis of gender serves as a barrier to its own end. Efforts to create a work environment free of sexual harassment and discrimination, while they may appear to be motivated by a desire to improve inclusiveness, have been found to be more strongly motivated by employers’ desire to reduce the risk of a lawsuit for sexual harassment. This can cause policies to extend too far into immediate disciplinary action against any case of sexual conduct and results in no real improvements in diversity (Schultz, 2090). These policies do nothing to assess discriminatory patterns within the workplace, treating only the symptoms and not the cause itself.

Perceptions of workplace support are impacted by the gendered makeup of a workplace. The access to information and assistance in the workplace is necessary for success in the workplace, and those who do not perceive this support as accessible do not experience positive outcomes as a result. Catherine J. Taylor asserts that sex composition impacts perceived workplace support (Taylor, 2010). Through a phone interview followed by a written questionnaire on feelings of workplace support received, the sex of the participant, and the sex composition of their workplace, Taylor determined that women perceive that they have the least workplace support in occupations with ten percent or fewer of employees are women, relative to occupations in which between ten and ninety percent of employees are women as well as when over ninety percent of employees are women. Interestingly, men also reported feeling high levels of support in workplaces with the greatest number of women. Both women and men reported the highest mean perceived workplace support when over ninety percent of employees were women. Working in an environment that is predominantly male appears to reduce the amount of

workplace support women feel they receive, creating a cycle in which women do not stay in these occupations and the sex composition of the workplace remains stagnant (Taylor, 2010).

The Intelligence Community Equal Employment Opportunity and Diversity Office conducted a comprehensive and independent study in 2017 titled “Diversity and Inclusion: Examining Workforce Concerns Within the Intelligence Community”. This study looked across the entire intelligence community as an integrated entity and provided both qualitative and quantitative results. The study lists six major barriers to diversity and inclusion and provides recommendations for each as to how to help remedy the situation (Intelligence Community EEODO, 2017).

The first barrier they found is the lack of minorities in leadership. The lack of role models in these positions leads minority employees to question whether the company or institution really is committed to diversity. Included in this issue is the perception of “token” promotions which confirm negative stereotypes and alienate employees. The second barrier to inclusion is the organizational culture. Even though the institution may promote diversity at senior levels, the mid-level managers and supervisors struggle with empathy for non-majority cultural experiences and often are inexperienced with dealing with workplace inequalities. All of this can lead to minority employees not feeling welcome in their workplace (Intelligence Community EEODO, 2017).

A third barrier that contributes to the issue of a lack of minority leadership is retention. The intelligence community found that when the culture of the institution was not one that retains minorities this causes there to be fewer minorities at the level that could be promoted into leadership. The fourth barrier is advancement. Minority-demographic groups perceive unfairness in who is advanced, and they perceive that majority groups limit their access to promotions, job assignments, mentoring and performance feedback (Intelligence Community EEODO, 2017).

The fifth barrier is work/life integration. Many employees do not feel that their supervisors support the flexibility that is needed to manage personal requirements. These issues plague every employee but seem to be experienced more heavily by underrepresented groups, specifically women. And the sixth barrier relates to disabilities and reasonable accommodation. Though disability-training initiatives are well-intentioned, they are often insufficient in creating long-lasting behavioral changes. As a result, there is a perception that employee accommodation needs are unimportant and the employees with disabilities are not valued (Intelligence Community EEODO, 2017).

Recommendations to level these barriers include increasing engagements of leadership with employees from underrepresented groups within the workforce. Unconscious bias training and other diversity initiatives are important, but much more is needed for the culture to shift to one of more inclusion. This includes self-managed teams and cross-training so that employees are working side-by-side towards a common goal and can break down stereotypes. These types of management tools are shown to have a more positive effect in inclusion than diversity initiatives alone (Intelligence Community EEODO, 2017).

Wright (2015) analyzed informal workplace interactions experienced by women in male-dominated fields. Informal workplace interactions are those that fall at the intersection between work and social life and generally fall outside the bounds of workplace policies. These interactions can have a significant effect on the day-to-day experience of women in male-dominated workplaces. In male dominated fields, negative reactions from men stemming from women meeting together informally can present a barrier in participation of formal networks for women in organizations. The study broke the participants into two groups, those who eschewed female workplace friendships in order to form closer bonds with the men on their teams, and those who sought out female contacts to support them within the workplace. In careers where women are trained on the job by more experienced workers, the ability to get along with male colleagues is not just about comfort in the work environment, but also advancement opportunities. Gender-based support is important in workplaces with low populations of women but may be met with low participation rates if the majority group, males, harbor antagonistic views towards the support structures. This study also touched on the influence of low gender diversity in increasing the presence of workplace sexual harassment (Wright, 2015).

2.4 Additional Challenges for DOTs

State Departments of Transportation face even greater challenges in that the transportation industry as a whole is subject to significant pipeline and diversity challenges. There is a general lack of awareness of job opportunities and many misperceptions about transportation careers (Ivey, Golias, Palazolo, Edwards, & Thomas, 2012). Additionally, the positive impact of transportation professionals on communities (particularly those in public sector roles) goes largely unnoticed (Corbin & Ivey, 2015). This is a particular problem in recruiting traditionally underrepresented groups, as one of the key motivating factors for these workers is recognition of how they will make a difference in their community and the world. It is important to change the conversation around transportation careers to ensure messaging is appropriate for attracting diversity (National Transportation Career Pathways Initiative: Insights for Transportation Operations Workforce Development, 2018). This is significant given that public sector jobs often pay less than equivalent private sector positions- thus, a value proposition must be created to attract highly skilled and diverse workers for whom many organizations are competing.

The Mineta Transportation Institute at San Jose State University conducted a study titled, "Attracting and Retaining Women in the Transportation Industry" to see if they could identify key components that contribute to the low numbers of women in the transportation industry (Godfrey and Bertini, 2019). They found that women's perception of the industry plays a key role in whether a woman will apply for a job. The study found that women often see the male dominated nature of the field and perceive that their skills might not be received or valued. They also note that women are more drawn to communal goals as opposed to individual goals. They see the transportation field as more of the latter and therefore it can be less likely to pursue careers in this field.

Specific occupations within DOTs may be even more subject to gender and ethnic imbalances than others. For example, construction and maintenance roles are predominately filled by men.

Best practices identified in a recent case study in New Jersey indicate that the role of partnerships may be especially important for helping DOTs recruit diverse workers to these jobs (Daniel, 2018). Other occupations such as engineering are also male dominated, and non-white workers are also significantly underrepresented. Special strategies for attracting and retaining women and persons of color in these roles are required prior to postsecondary decisions and throughout the pipeline (Ivey, Golias, Palazolo, Edwards, & Thomas, 2012) (Ivey, Hall, Allen, & Bridson, 2015).

Chapter 3. (REDACTED) Review of TDOT Staffing and Compliance Data

This chapter has been removed for confidentiality purposes approved by FHWA.

Chapter 4. (REDACTED) Survey and Interviews with TDOT Staff

To further explore culture and climate related to diversity and inclusion at TDOT, the research team adapted a Diversity Survey developed by the Society for Human Resources Management (SHRM, 2014) to assess perceptions related to diversity, inclusion, and workplace culture of TDOT staff. In collaboration with TDOT's HR and Civil Rights personnel, the survey was finalized with 10 content items and 6 demographic questions. Questions were included on the following topics:

- TDOT's Attitude Toward Diversity
- TDOT's Organizational Culture
- Discrimination at TDOT
- Hiring and Career Development Practices at TDOT
- Personal Experience at TDOT
- Employee Interactions at TDOT
- TDOT's Diversity Training Program

The questionnaire contained seven 5-point Likert Scale statements and three open-ended questions for the diversity and inclusion content items. The demographic questions were presented in a multiple-choice format. Respondents had the option of selecting 'Prefer not to answer' for the demographic questions.

4.1 Survey Protocol

The survey was developed in an online format using Qualtrix. The survey instrument and consent language were reviewed by the Institutional Review Board (IRB) as part of the overall study application, and the study was designated as evaluation rather than research by the University of Memphis IRB. The survey settings were selected such that all responses were anonymous. Consent language was presented at the top of the survey, informing participants that their participation was voluntary, their responses would be anonymous, and the data would be used to inform TDOT's future diversity and inclusion strategies. An email invitation was drafted by the research team and was sent to all TDOT employees. Employees were initially given two weeks to respond to the survey, but a follow up email and extension were provided to allow more time for employees to respond.

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The rest of this chapter has been removed for confidentiality purposes approved by FHWA.

Chapter 5. (REDACTED) TDOT Staff Interview Summary

In order to better understand TDOT staff perspectives on diversity and inclusion, a 16-item interview questionnaire was developed by the research team with input from both the TDOT HR and Civil Rights divisions. The questionnaire was deployed statewide with representatives from each TDOT Region and Headquarters. The interviews focused on staff perceptions of diversity and inclusion, recruitment and retention, and organizational culture at TDOT. Questions were included on the following specific topics:

- Staff demographics
- Individual definition of diversity
- Familiarity with and understanding of TDOT's diversity and inclusion policies and goals
- Resources or programs provided by TDOT to encourage a diverse and inclusive culture
- Recruitment and retention strategies
- Barriers to achieving diversity and inclusion goals
- TDOT successes related to diversity and inclusion
- Mechanisms for evaluating progress towards diversity and inclusion goals
- Best practice examples and other suggestions for improving diversity and inclusion outcomes within TDOT

(REDACTED)

The rest of this chapter has been removed for confidentiality purposes approved by FHWA.

Chapter 6. National DOT Interviews

To better understand the landscape across the country related diversity and inclusion within state Departments of Transportation, an interview protocol was developed and deployed with a diverse set of states. The interview questionnaire was developed jointly between the research team and TDOT, and included eleven (11) questions on the following topics:

- Administrative structure for diversity and inclusion initiatives
- Strategies integrated into the hiring process to increase diversity in candidate pools and support an inclusive approach to hiring
- Types of diversity goals in place and mechanisms for communicating these to DOT staff
- Greatest challenges and successes related to diversity and inclusion
- Innovative or best practice approaches in recruitment and retention
- Assessment strategies

6.1 Participant Recruitment and Interview Protocol

A review of all state DOT websites was conducted to identify those with particularly interesting approaches to diversity and inclusion to create an initial interview list. An email invitation was sent by the research team to HR or Civil Rights staff at each agency to invite participation in the interview process. The decision regarding the person to invite was based upon where it appeared diversity and inclusion efforts were housed. The person in senior leadership in the relevant division was initially contacted. The email provided a copy of the interview questionnaire and the option of scheduling interviews by phone or web meeting. Two follow-up emails were sent if states did not respond to the initial email. Additional states were added to the invitation list if no response was received from initial candidates. A total of forty (40) states were invited to participate.

6.2 Interview Participants

A total of twenty-four (24) states completed interviews (60% agreement rate), with each interview taking between thirty minutes and three hours to conduct. Lengthier interviews were due to multiple staff participating in the process, or states that were willing to share very in-depth insight into their diversity and inclusion practices. Interviews were completed via web meeting through WebEx, GoToMeeting or Zoom and two (2) states elected to provide written responses to the interview questions and not join a web meeting with the research team. One state later requested for their responses to be removed from the report because they had failed to get proper approval to participate, so responses from a total of 23 states are included in this summary.

Interview Results

All states were asked to share information regarding how their agency administers diversity and inclusion programs. Table 1 summarizes general findings regarding organizational structure, policies, and assessment processes for all agencies. A more detailed listing of these items by participating agency is provided in Appendix 3. State DOT Interview Results. Responsibility for diversity and inclusion (D&I) is housed in a variety of DOT divisions, including Human Resources, Civil Rights, Equal Employment Opportunity, and other specially created offices or divisions.

Table 1. Structure for Diversity and Inclusion for Participating DOTs

Organizational Structure for D&I		
Centralized	11	Note: Eight agencies indicated that some functions for D&I are managed through a central office, while others are managed at the local level (counted as 'Both' in this table).
Decentralized	4	
Both	8	
Administrative Division Responsible for D&I Initiatives		
HR	11	Note: Five agencies indicated HR has responsibility for internal D&I while Civil Rights has responsibility for external D&I (or other splits between HR and EEO), so the total captured here exceeds the number of participating agencies.
Civil Rights	10	
EEO	7	
Diversity & Inclusion Policies		
None	10	Note: Seven agencies indicated specific internal policies or state-level policies regarding D&I.
Affirmative Action Plan or EEO	6	
Other	7	
Diversity & Inclusion Goals		
Agency-wide Goals	7	Note: Twelve agencies reported setting differentiated goals based on occupation and demographics of various geographic subdivisions of the state.
Differentiated Goals	12	
No Goals in Place	4	
Assessment		
Multifaceted Review	15	Note: Multifaceted Review includes tracking of statistical progress towards goals plus at least one additional evaluation metric such as surveys, exit interviews, focus groups, etc. Basic Tracking indicates tracking of only statistical progress towards goals.
Basic Tracking	3	
None	5	

Through the interview process, it was determined that the state DOTs with the most comprehensive diversity and inclusion programs were typically those with centralized structures. This analysis was conducted using qualitative (sentiment analysis) and quantitative (counts of D&I initiatives) methods. The diversity and inclusion efforts might be centralized through a specially created office, through a special role in HR or civil rights, or under the responsibility of a single division. The lead staff member typically reported directly to the head of the DOT. However, the key characteristic of these agencies is that partnerships within the organization are central to achieving their diversity and inclusion mission. Those that have made the most headway in terms of changing workplace culture have made sure that strong collaborative relationships are developed between HR, civil rights, and district leadership to ensure initiatives are well-designed, coordinated, and communicated throughout the organization.

Eleven (11) agencies have a policy in place that governs how diversity and inclusion practices are managed and implemented. Ten (10) DOTs indicated they do not have a specific policy for diversity and inclusion. While a specific policy may not govern diversity and inclusion practices, most have strategies in place to improve related outcomes. For example, participants described a variety of approaches designed to enhance diversity in the recruitment and hiring process, as well as strategies to create a more inclusive workplace such as workshops, brown bag lunches, community outreach, affinity groups, and advisory councils. The majority of state DOTs (18) do set specific goals for diversity and inclusion. Goals are set using a variety of mechanisms, with a few states having across the board goals for underrepresented groups and the majority varying goals based upon regional demographics and/or occupation. These goals are assessed by nineteen (19) DOTs, with employee satisfaction surveys, focus groups and listening sessions, and EEO reviews reported as the most frequent means of measuring progress.

6.4 Diversity and Inclusion in the Hiring Process

While most states had at least some initiatives in place to support diversity and inclusion in the hiring process, states who have seen the most success have implemented multiple strategies targeting both recruiting and hiring practices. This conclusion is based on qualitative assessments from participant interviews as well as qualitative measures (count or statistical evidence of success, if available). Community partnerships with organizations serving underrepresented populations, including those serving persons with disabilities, were strongly championed by DOTs that use these relationships to expand their applicant pools. DOTs typically partner with multiple organizations so that they cover the full pipeline of potential candidates from youth to adults. Frequently cited partners included high schools, community colleges or technical schools, universities, youth-serving organizations (such as Boys and Girls Clubs), organizations serving veterans, agencies serving women and girls, correctional facilities (for men or women), and groups serving low income fathers. Common threads with these organizations are that beyond being able to reach targeted populations, they offer programs that help those that they serve to access training and education opportunities as well as job placement. Most also provide other types of support, such as job readiness training and life skills programming.

Another frequently cited approach to increasing diversity of candidate pools is attention to marketing and messaging regarding the organization and the job in particular. Most states include language in job postings indicating that the DOT does not discriminate in the hiring process or that the agency encourages diverse applicants to apply. Others include very specific language about the DOT's goal of providing a diverse and inclusive working environment. Marketing materials showcasing diverse staff and diverse recruiting teams (which most often consist of representatives from HR and the specific division where the job will be housed) were also commonly mentioned as part of the effort to attract diverse applicants. The means of communicating is also very important. Most agencies have developed much more robust social media campaigns in recent years. One agency is also using Slick Text (Slick Text, 2020), an app that is designed to push out job postings directly to member's cell phones. The agency has built its member list over time through job fairs and other venues, and has found significant success in increasing their maintenance worker pool through the app. Several states use Handshake to engage with college students, as it has quickly become a nationally recognized app through which

students and employers connect and has proven to increase diversity of applicants (Handshake, 2020).

Training and messaging related to diversity and inclusion for staff involved in the hiring process was also a commonly mentioned aspect of hiring programs. Several DOTs have formal training programs that staff that are part of a hiring panel must attend prior to serving in this capacity. In most cases this training emphasizes the importance of diversity in general as well as the value it brings to the organization. States where this messaging is championed from the top down have found the most success. Other elements typically included in training for the hiring process are implicit bias and best practices in the interview process (including types of questions that should or should not be asked and how to develop a robust selection process). When forming hiring panels, some DOTs require participation from a representative from HR or Civil Rights to bring a different perspective to the panel. Most states discussed the importance of ensuring that the staff making up hiring panels are diverse as well – including diversity in race/ethnicity, gender, age, ability, time with the organization, and role each represents. A few states have requirements regarding mandatory interviews for all qualified individuals from underutilized groups in specific occupations. Several others also have a justification process that must be followed when candidates from underutilized groups are passed over for jobs.

6.5 Communicating Diversity and Inclusion

In terms of how DOTs communicate about diversity and inclusion, responses were generally focused either on progress towards agency goals, the value of diversity and inclusion, or training to increase awareness of respectful workplace practices. Twelve (12) DOTs participating in the interviews indicated the primary means of communication is via quarterly or annual reports, such as through Affirmative Action, Diversity and Inclusion, or Equal Employment Opportunity plans. Nine (9) states mentioned training that focuses on topics such as the meaning of diversity and inclusion, challenges to and best practices supporting inclusive workplaces, understanding implicit bias, and the value diversity brings to the agency. Agencies that have realized the most positive impact from these trainings are those that require it broadly (not just for managers and not optional) and those that have developed engaging, interactive programs that staff actually want to attend.

A program in particular that has been effective for one of the agencies is the Ouch! program. Ouch! (Sunshower Learning) focuses on recognizing stereotypes, understanding how to address hurtful comments without escalating tension, and creating a respectful workplace. The agency requires this training for all new employees and has found that it resonates with people at all levels within the DOT. The program discourages silent bystanders but encourages people to assume good intent and provides strategies to start conversations to let others know when comments or language they are using might be perceived as disrespectful to others. The DOT representative described the impact of the program, stating, “Ouch! helps people understand toxic issues of stereotype, and does it in a way that it connects to everyone. It really helps for everyone to have this very simple tool. It makes a huge difference once people get trained. It starts to raise awareness and helps people be more mindful of the impact of their behaviors. Fairly recently we have seen great examples where focusing on workplace civility and bystander

intervention has made a big difference. It has really helped our culture.” The same agency is now working to bring every staff member into a 3-hour training on unconscious bias. The format is highly interactive and is conducted through in-person workshops. The representative participating in the interview commented, “Going out and doing this training is very useful. Most people come away with good food for thought even though they did not think it would work. It all really leads back to getting buy-in and support for diversity and inclusion. It helps bring awareness without putting people on the defensive.” This type of approach may be useful for TDOT, where all employees are empowered to make a difference.

Other DOTs communicate the importance of diversity and inclusion and identify strategies to create a more inclusive workplace through the use of specially formed councils and affinity groups. One robust example is that of a DOT that has established a Council for Diversity and Inclusion and ten Diversity Action Teams. In this model, teams are responsible for understanding workplace culture within their office and regions. Staff at all levels are engaged in these groups to ensure employee buy-in. This allows for thorough analysis between each of the regions and offices because the designated teams have better insight on equity efforts. A new position was recently added at this agency for direct oversight of the program, Assistant Director of Social Equity. This agency is also a co-sponsor of a state-level Diversity and Inclusion Conference each year. Another DOT has an Executive Inclusion Council that includes the commissioner, assistant commissioner, director of HR, and directors of other key offices. Each council member leads either a diversity and inclusion council or champions an employee resource group. The agency also has district-level diversity and inclusion teams that are led by a district engineer. Each team develops programming for their district that may include trainings, speaker series, discussion forums, and other events designed to address diversity and inclusion at the district level.

A particularly unique approach that one agency takes is to prepare staff to expect a quiz related to diversity and inclusion at any time. The Secretary of Transportation for the state has made diversity and inclusion a top priority, and expects all staff to be educated and prepared to converse about it. As the interview participant described, “Our Secretary is always talking about it, and made diversity one of the three goals in our strategic plan. It is a top-down effort. We have flyers up in every facility about our strategic plan. If you bump into an executive, they will question you on the three goals and what this means to you. So, all staff have to know this, as they get quizzed!” This strategy has proven particularly effective and has resulted in real progress and momentum throughout the agency.

6.7 Challenges to Diversity and Inclusion

States were asked about challenges related to diversity and inclusion, and many states mentioned demographics as their main, or one of their main challenges. Some states focused on state demographics, some focused on hiring pool demographics, and some focused on current employee demographics and static mindsets. The need to increase education of current employees, and outreach towards potential employees was presented as a current challenge, but a potential solution to the other challenges being faced.

When asked about challenges related to diversity and inclusion, ten (10) states interviewed specifically mentioned the demographic makeup of their state, and specific issues trying to recruit from more rural populations. One representative said, “Diverse geographic distribution of the workforce, particularly in rural areas that do not have diverse candidate pools to draw from, continue to make it difficult to hire minorities in rural communities,” and this specific sentiment was mirrored across several other state DOTs.

Some of the states didn’t focus as much on state demographics, but the demographics of specific hiring pools. Six (6) states indicated it was difficult to find women and minorities for certain jobs. Some of the states indicated difficulty finding women for construction or maintenance jobs. One representative indicated their state has, “Rural areas where males work and women stay home,” and another state representative noted they have, “Nontraditional roles for women.” Those responses seemed to indicate the challenge was with perceptions of the job from potential hires. As another representative put it, “The nature of work in the transportation field has historically been male-oriented.” While many of the states mentioned women and construction or maintenance positions, some also indicated that there were few women and minorities with engineering degrees in the state.

Increasing recruitment tactics was a potential solution touted by some to overcome the challenges associated with potential employee demographics. But many of the states that mentioned recruitment indicated challenges there as well. One of the states that mentioned the difficulty in finding women engineers also noted that, “The private sector has a more aggressive recruitment program, so we can’t compete.” Another interview participant noted that “Although would like to partner with all community and professional organizations, some require fees and memberships that they can’t pay.” Recruiting diverse potential employees was listed as a challenge not only because of employee pool demographics, but also because of current employee mindsets.

Current employee demographics and static beliefs of those employees was also mentioned as a challenge for several state DOTs. Seven (7) states mentioned the lack of diversity in their current workforce. Many interviewees noted beliefs and mindsets that current employees harbored as presenting challenges to diversity and inclusion. One state representative said, “People bring unconscious bias, want to hire people they feel comfortable with...Challenge is to get people past the assumptions and understand importance of diversity” And another state noted they were, “Trying to help districts understand that diversity also includes gender, not just minorities.” Another representative specifically mentioned fear and said, “A lot are baby boomers have a lot of fear about being replaced. Have to spend a lot of time helping people understand that this is not the goal.” The many responses that indicated challenges with current employee mindset highlight the need for increased education and understanding.

Two (2) states indicated some degree of success with changing mindsets. One state mentioned previous challenges with mindsets, but said they had improved it. This state representative indicated that their DOT, “Used to be the ‘this is how we have always done it mentality and good old boys network’,” but they were able to change that perception by, “influencing them to

consider new relationships and working with internal and external stakeholders to influence this.” Another state indicated that while they have struggled with diversity of gender and ethnicity, they have implemented a successful model for hiring people with disabilities.

6.8 Assessing Progress

When interviewees were asked about how progress was assessed, many mentioned statewide employee engagement surveys, but very few mentioned specific metrics used to assess progress specifically on diversity and inclusion initiatives. Twelve (12) states, either did not conduct assessments or specifically noted they did not include diversity and inclusion information.

Five (5) states mentioned specifically assessing diversity and inclusion. One state said there was a small assessment from women, but other than that no ongoing process. One state said they do an EEO report every year and an affirmative action review. During this process, they go to two districts a year and interview 80-100 employees. One state representative noted that their department, “conducts a Department wide annual employee survey which includes questions on Equal Opportunity within the Department.” One state said they, “interview a cross-section of employees across all races, genders, ages,” and, “get their input on what we can improve, where they see problems.” This state also indicated that their employee who conducts these interviews provides handouts that can be shared with others, and shares information/conclusions from the surveys with administration in districts. One state indicated that their talent management team will start doing focus groups this year to get additional input. Another state indicated conducting culture reviews, and a plan to start specific diversity and inclusion “check-ins” that has not yet been implemented.

Some states mentioned doing annual surveys that include some diversity and inclusion questions. Many states conduct statewide employee engagement or employee satisfaction surveys, but the content and follow-up from those surveys varies drastically. One state “does an annual survey and asks a few questions each year about diversity and inclusion on this.” This method seemed to be fairly common. One state said that, “Each department gets their dataset to review,” from yearly surveys that are sent out, but some states did not receive the results from yearly surveys. Two (2) states mentioned conducting exit surveys, and one state said, “Quarterly, mobility Exit/Transfer surveys are reviewed to determine why employees have left the Department and determine if further investigation needs to occur.” When annual survey data are available, this information can be used in concert with progress toward D&I goals to challenge leadership to explain discrepancies and develop strategies for improvement.

Other states track data and numerical metrics associated with diversity. Five (5) states focused on gathering data related to employment. One interviewee stated, “Yearly, we are able to run workforce analysis reports through a software program and provide race and gender information on trend charts.” Another state representative said they set placement goals and send those to each division, with quarterly and yearly check-ins with those divisions. And another state representative said, “The Department’s Equal Opportunity Office gathers data relating to all aspects of employment which is broken out by racial groups and gender to analyze progress

towards achieving diversity goals.” The interviewees who mentioned gathering and analyzing data said the data was used to monitor the progress towards goals.

Based on the information provided in the interviews, there seemed to be several routes of assessing progress: no method, data review and tracking, and multifaceted methods which may include regular employee engagement surveys, focus groups, and exit interviews. Only one interviewee articulated specific changes employees wanted to see in terms of diversity and inclusion initiatives. In this case, this knowledge came from in-person interviews on a cross-section of employees. This underscores the importance of both qualitative and quantitative assessment methods.

6.9 Best Practices in Diversity and Inclusion

When agencies were asked about best practices for diversity and inclusion, the responses from the DOTs varied. It was common for DOTs to offer programs for both existing and potential employees. One example of a program an agency offers for potential employees is the Talent Pipeline Program. This program currently allows sixty (60) college/university students to work for the DOT and receive exposure to a variety of DOT career paths. Some agencies attended high school Career Fairs, and most attend college/university Career Fairs. This allows the DOTs to share information about their agency and the diverse job positions they have to offer. Additionally, the research team was informed by three (3) states that they help sponsor and participate in Construction Career Days, which is geared toward increasing awareness of and interest in the transportation and construction fields for high school students.

Most agencies also have specific programs for recruiting veterans. For instance, one DOT has veteran ambassadors that work for the agency and they assist with recruiting at veteran-focused events. A particularly innovative practice that this organization developed is a partnership with the state to offer jobs to military spouses. Internally, agencies will typically include outreach to underrepresented populations through community partnerships, programs and outreach. One (1) state has even begun attending minority churches to better understand what their concerns are with the DOT and show minority groups that their voice matters.

Several states have deployed a second chance initiative, which allows people convicted of crimes to hold job positions with the DOT. One of the DOTs has a successful Apprenticeship Program in partnership with a women’s reformatory that has been very successful. This state has existing case studies to show how women coming out of prison can change their lives and flourish with the state DOT.

Other states have innovated the hiring process itself and have developed practices that they feel better help hiring panels understand applicants and the unique strengths they may bring to the position. For example, one state has started a group interview practice. For a particular position, 8-10 candidates are brought in together and are placed in a team and tasked with a problem to solve. The candidates are given a few minutes to brainstorm on their own, and then twenty minutes to work as a team. The team must develop a single solution and present it to the panel at the end of the session. The DOT reported, “We are able to watch real time and see how people

collaborate and communicate. We typically have three members on the hiring panel – the hiring manager, an HR representative, and another relevant staff member. The panel observes behavior. This has really been helpful in figuring out how candidates interact and giving greater insight about candidates and how they would fit in the position.” The same state has also started including field visits as part of the interview process to gauge how candidates interact with current staff and to give the candidate a better understanding of the position. They have found these practices to be very effective for helping hiring managers see beyond the application and to make better hiring decisions.

For existing employees, diversity is encouraged through trainings, workshops, programs, councils and more. State DOTs with diversity council discussed with the research team that the council helps encourage the importance of diversity and starts the “hard” conversations. Consistently, the councils have representation from all job levels and meet regularly to discuss successes and challenges. Diversity and inclusion teams work to get in front of the employees and present the importance of these topics. Creating opportunities for staff to learn about cultures and backgrounds other than their own is essential to shifting mindsets. One DOT has also begun highlighting different religions through celebrations that help explain their beliefs.

Internally, multiple states have allowed infants at work between the ages of six weeks to six months, which is known as Infant at Work Program. One state mentioned this tends to more common with males than females. Other retention-focused programs include longevity pay or bonus pay systems, and programs to ensure staff feel that they are able to express ideas – and that they will be heard. One particularly innovative approach is that of an agency that is using IdeaScale (IdeaScale, 2020). The platform allows staff to upload ideas and post challenges in a gamified, badging system, where staff earn points for being engaged, posting, voting, etc. It gives employees a safe way to contribute ideas and an outlet for ideas to be heard. Currently it is only being used in their Strategic Innovation group, but the agency is considering how to expand it to encourage innovation and make it part of everyday culture.

Finally, a recurring theme regarding best practices for creating real and lasting change is prioritization from top leadership and buy-in at all levels. This is supported not only by agency interview results, but also by literature review documenting best practice in broader contexts and other industry segments.

Chapter 7. Funding Opportunities Related to Diversity Workforce Development

TDOT was quite innovative in utilizing research funding through the State Planning and Research (SPR) program to evaluate and identify opportunities for improvements to diversity and inclusion within TDOT. As part of this evaluation, the research team sought to identify other opportunities that TDOT can utilize for funding toward increased diversity within the workforce. In addition to typical on-the-job training mechanisms and professional development that can and should be promoted across TDOT's divisions and regions, the following opportunities and examples of states investing in diversity have been identified.

7.1 Examples of Other State DOTs Investing in Diversity

Two states that were part of the interview process as part of the current project have been investing in diversity: Vermont and Oregon. As early as 2010, Vermont was evaluating the benefits to the transportation workforce development at community colleges (Glitman). Around the same time, Oregon's Bureau of Labor and Industries invested \$1 million in federal funding toward increasing diversity through the state DOT and another agency (Vorenburg).

7.2 General Funding Opportunities with Diversity Considerations

Opportunities for potential funding related to increasing diversity in the transportation workforce may be obtained competitively through the following agencies/organizations.

- US Department of Health and Human Services, Office of Minority Health has Workforce Diversity Grants – National Workforce Diversity Pipeline Program (NWDP) <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=65>
- US Department of Education - <https://www.ed.gov/diversity-opportunity>
- Federal Transit Administration - <https://www.transit.dot.gov/grants>
- National Fund for Workforce Solutions - https://nationalfund.org/news_post/with-new-funding-five-cities-will-build-local-workforce-capacity/
- GrantWatch Workforce Development Grants - <https://www.grantwatch.com/cat/40/workforce-grants.html>

Additionally, Southern Illinois University at Edwardsville has a website with a database of funding opportunities related to diversity that is worth exploring (SIUE).

Another consideration is to partner with organizations such as the ones below, which may result in in-kind contributions toward addressing diversity within the organization or potential joint applications for grant funding to develop programs and/or training to help with diversity and inclusion.

- Jobs for the Future (jff.org) and GreenWays (jff.org/initiatives/greenways)
- Institute for Women's Policy Research (iwpr.org)

7.3 Funding Opportunities for Development of Future Employees – Students and Interns

Another mechanism that TDOT may want to consider that can help with recruitment is to raise awareness among college students and interns about scholarship and fellowship opportunities. The National Institute for Transportation and Communities (NITC) provides support for underrepresented undergraduate and graduate students participating in transportation research. NITC is part of a USDOT University Transportation Center and while it may not work logistically for some TN students, this program may provide an example that could be followed with TN and neighboring state institutions of higher education. As part of the program, there is a 1:1 match in funding from the institution or agency where a student is working on research. An example might be for TDOT to work with universities in TN to set up a program where TDOT helps fund tuition and/or stipends for students that are involved in research related to transportation as part of a recruitment program focused on minority students separate from the SPR-funded research (i.e., an in-residence transportation research work study program).

The Federal Highway Administration (FHWA) has a Summer Transportation Internship Program for Diverse Groups (STIPDG) which provides a paid internship summer opportunity for college students (USDOT, 2020). The American Bus Association Diversity Scholarships provides scholarships up to \$5k for students at an accredited university in a relative program of study with a focus on broadening the number of underrepresented groups in management and operation ranks of the transportation, travel, and tourism industry (ABA). The US Department of Labor also provides information that may be useful for students or interns being recruited into transportation workforce on registered apprenticeships (U.S. Department of Labor).

7.4 Other Resources of Information on Best Practices and Funding Diversity Programs

- Workforce Diversity Best Practices – MAASTO - <http://www.maasto.net/documents/MAASTO-Workforce-Diversity.pdf>
- Transportation Workforce Investment Act - <https://www.congress.gov/bill/116th-congress/house-bill/6156/text?r=8&s=1>
- Untapped Resources, Untapped Labor Pool – Using Federal Highway Funds to Prepare Women for Careers in Construction - https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/Untapped-Resources_FINAL.pdf
- National Skills Coalition - <https://nationalskillscoalition.org/>

Chapter 8. (PARTIALLY REDACTED) Key Findings

TDOT is doing many things well when it comes to valuing diversity and inclusion, and this study has also identified areas where specific focus can lead to better outcomes and culture. Primary findings include:

- TDOT's Human Resources (HR) and Civil Rights divisions have demonstrated strong commitment to enhancing diversity and inclusiveness at TDOT. TDOT staff surveys and interviews indicate that HR has made notable improvements in recruiting practices over the past several years, with staff recognizing a much broader and more intentional approach to recruiting diverse candidates. Civil Rights has developed several programs focused on diversity and inclusion that are recognized as valuable by TDOT staff, including Diversity Brown Bags and an annual Diversity Fair. Additionally, 68% of staff responding to the survey indicated that TDOT respects individuals and values their differences. **It is also very important to note that TDOT's decision to begin a comprehensive diversity and inclusion initiative with a research-based approach is particularly innovative and should be a point of pride shared with DOTs across the country.**
- **61% of TDOT staff interviewed for this research project pointed to specific positive changes that have occurred in recent years, particularly through initiatives led by HR, and especially related to recruiting practices.** These practices included expanding outreach to diverse universities (both within TN and outside of the state), a robust Graduate Transportation Associate (GTA) training program with more diverse GTAs, and increased diversity in states and countries from which new hires are made. In fact, review of historical data from the GTA program revealed significant improvements in diversity of GTAs in both the 2019 and 2020 cohorts. From 2013 to 2018, the average percentage of African American or Black, Hispanic, Asian, or multi-race GTAs was 13% - this percentage increased to an average of 33% for the 2019 and 2020 cohorts. From 2013 to 2015, females made up only 15% of the GTA cohorts. Since 2016, women have comprised an average of 23% of GTA hires.
- **A special point of pride for TDOT is the achievement related to diversity of engineers within the agency. Women represent 17% of TDOT engineering staff (predominantly civil engineers), while statewide women make up only 9.5% and nationally only 12.5% of civil engineers. Black or African Americans make up 6.4% of TDOT engineering staff, once again exceeding state and national averages of 4.7% and 4.0%, respectively.**
- TDOT has also developed numerous programs that have been successful in retaining staff and promoting diverse employees. A particularly successful program is Reconnect- which provides an opportunity for technical staff to earn job-related certificates through partnership with the Tennessee College of Applied Technology. **From December 2011 to December 2019, 120 TDOT employees have earned pay increases for completing Reconnect. In this same time period, an additional 64 employees have received pay increases for earning a bachelor's or advanced degree.** TDOT has also piloted a more flexible work schedule in some work areas. Importantly, TDOT staff interviewed for this project cited HR's successful efforts to improve staff salaries in recent years and

instituting an exit survey to gather input when employees leave the department as very effective.

- While overall staffing patterns have improved over time, there is still significant underrepresentation of both women (21% of total workforce) and racial/ethnic minorities (14% of total workforce) at TDOT as of 2019. However, as noted above related to engineering staff, these discrepancies are not across the board.
- **Staff survey results indicate most respondents (96%) recognized a broad range of diversity when asked to explain what it meant to them, and this did not vary by demographics.** This is important in that it indicates a solid foundation from which to build.
- Between 14-30% of respondents declined to provide at least some demographic information in their survey response. It is important to note that **those who declined to indicate their personal demographics were frequently more ambivalent (higher frequency of 'Neither Agree nor Disagree' response) or responded more negatively to survey questions overall.** This may indicate these staff did not think the survey was important (and thus were just 'going through the motions' to complete it), or it may be that they were concerned about being identified and connected with their responses. TDOT should examine reporting and communication practices agency-wide to determine if strategies should be implemented to make staff feel more comfortable and protected in raising a concern.
- (REDACTED) Seven key findings were removed due to potential issues with confidentiality. Direct any questions to the TDOT Research Office at TDOT.Research@tn.gov.

Chapter 9. Recommendations

The recommendations presented below are informed by literature review, TDOT staff survey results, TDOT staff suggestions, and the nationwide survey of best practice from other DOTs. The recommendations are designed to leverage areas of strength within TDOT as well as to address challenges uncovered through this research, using best practices proven to be effective in similar settings.

9.1 Redefining Policies and Practices

1. **A strategic approach to diversity and inclusion that elevates the importance of diversity throughout the organization and emphasizes the commitment of leadership, as well as shared accountability, is key to changing outcomes.** A common language and understanding about what a diverse and inclusive workplace entails and a vision that promotes a specific ideal - recognizing the value that diversity brings to TDOT - is needed. A definition of diversity that encompasses characteristics beyond gender and race/ethnicity, such as background and experience, is needed. It is also important that diversity and inclusion efforts are well resourced – both in terms of human and financial resources - for impact to be significant. Equally important is motivating individuals to take responsibility for creating an environment that all TDOT employees want to experience. This should not only address seeming dissatisfaction of underrepresented employees, but should also reinforce with other staff that diversity includes ALL employees.
2. **Workforce metrics that take regional and occupational demographics into account, rather than a single metric for all purposes, should be explored.** Given the significant variation of demographics by occupation and region at the local, state, and national levels, this provides a more reasonable approach to identifying gaps and thus developing initiatives to increase workplace synergy. This will also highlight areas where TDOT is excelling and will not penalize regions where demographics make it very difficult to achieve diversity goals.
3. **TDOT should consider a more collaborative model for managing diversity and inclusion initiatives across the organization that is led by HR and emphasizes strong ties between the HR and CR divisions.** Interviews with DOTs across the country suggest this is one of the most effective strategies for impacting organizational change. Also crucial is a system of evaluation and accountability, which requires a well-designed data collection process that appropriately assesses implications for diverse groups and intersectionality. This type of approach will further underscore the agency-wide importance of diversity and inclusion initiatives.
4. **Executive champions and a structured and ongoing model** for engaging staff at all levels and regions in the development and implementation of diversity and inclusion programs is necessary. A model such as a statewide Diversity and Inclusion Council with regional or district level working groups is recommended. This type of council is typically led by HR or CR staff, and it is important that this Council serves not only to help champion diversity and inclusion throughout the organization but also to provide a critical and continuous feedback loop that identifies challenges as well as successes. This model also helps to

promote individual accountability and responsibility throughout the organization by involving staff from all levels and backgrounds within the organization. This shared sense of accountability helps to transform culture in that it becomes an agency-wide effort rather than a set of initiatives that are only promoted by HR or CR.

5. **The state hiring process should be evaluated to identify opportunities to increase diversity of the candidate pool and success of diverse candidates in the hiring process, particularly for technician series jobs.** Process evaluation should include review of workflow qualifications and other elements of the hiring process that may inadvertently reduce diversity. Innovative approaches such as group interviews of candidates, in-field interviews, apprenticeship programs and strategies for reducing bias in the selection process should be considered.

9.2 Strategies for Attracting Diverse Candidates

1. **Develop a comprehensive approach agency-wide for outreach activities and pipeline efforts.** This is important to determine opportunities to impact some of the most significant gaps in diversity achievement within TDOT. Development of a specialized unit within HR is recommended to create and manage this process, including recruitment, branding, and tracking of metrics related to vacancies, turnover rates, etc. A robust program of data collection and analysis will significantly enhance TDOT's ability to both identify diversity and inclusion issues and make data-driven decisions to address these challenges.
2. **Develop community partnerships that enhance recruiting potential.** Increasing the number of well-qualified diverse candidates for positions at TDOT is required to increase the potential for more diverse hires. There are numerous organizations across the state that may be valuable partners for ensuring diverse candidates are aware of opportunities with TDOT. These partners can also share messaging about TDOT's mission and work environment. The **Diversity Partner Database** developed as part of this research should be used to identify potential new partners and determine relationships that may be built to reach qualified workers for target demographics, assist with workplace supports for successful integration into TDOT, and inform retention efforts (such as initiatives designed to enhance workplace culture). Specific partners and strategies are mapped within the database to specific areas of need, including recruiting, hiring, and training.
3. **Place increased attention on marketing and public education for increasing awareness and creating a positive image of TDOT and its employees in Tennessee communities.** A specific strategy to consider is profiling diverse TDOT staff through career spotlights that can be shared via web and print mediums. Each profile should also include the employee's perspective on TDOT as a great place to work, and how their role with TDOT makes a positive difference in their community. These profiles can be used not only to better tell the story of TDOT across the state, but also to enhance connections between prospective employees and TDOT.

9.3 Approaches to Creating an Inclusive Workplace Culture

- 1. Increase focus on communicating the value and importance of diversity and inclusion across the organization.** To be effective this must propagate throughout all regions and across all levels of staff as well. As one TDOT staff member suggested, the approach taken to ensure all staff understand the importance of safety to TDOT's mission is a model that may also work well for diversity and inclusion. A branded diversity and inclusion vision that all staff understand, articulate, and promote is essential to culture change. One DOT that has seen significant improvement agency-wide credits this to an expectation that all employees be ready to engage with leadership about the agency's diversity and inclusion values, as evident from this quote, *"Our Secretary is always talking about it, and made diversity one of the three goals in our strategic plan. It is a top-down effort. We have flyers up in every facility about our strategic plan. If you bump into an executive, they will question you on the three goals and what this means to you. So, all staff have to know this, as they get quizzed!"*
- 2. Increase meaningful training opportunities.** To convey TDOT's commitment to diversity and inclusion, trainings need to be engaging and innovative. Standard online or one-time trainings, such as annual Title VI training, with no follow up lead employees to believe they are just 'checking a box' when completing required sessions. In particular, programs such as OUCH! that address bias and stereotypes and train employees to address issues in a positive and productive manner can be very effective. Training should be comprehensive including all staff and tailored training for supervisors. Use of non-standard programs such as Ted at Work and trainings delivered by people/organizations outside of TDOT can also improve employee engagement.
- 3. Develop regular programs and forums that foster communication amongst TDOT staff and celebrate diversity.** Creating a sense of community within TDOT, providing a safe forum for discussion, and demonstrating that all staff are valued is important for establishing a workplace environment that is welcoming to everyone. Increasing opportunities for employees to learn more about one another, including diverse cultures and values, can remove some of the barriers to effective workplace interactions that arise from fear and limited understanding. Employees at TDOT need to believe that valuing diversity does not exclude anyone- it embraces everyone.
- 4. Offer a range of programs designed to improve employee retention.** TDOT has implemented several successful programs such as Reconnect and a policy of increasing employee salaries for completion of related degree programs. TDOT has also piloted a more flexible work schedule in some work areas. Importantly, TDOT staff interviewed for this project cited HR's successful efforts to improve staff salaries in recent years and instituting an exit survey to gather input when employees leave the department as very effective. Expanding these programs and adding options such as formal mentoring programs, Infant at Work programs, leadership development seminars for aspiring leaders, longevity or bonus pay, and a platform for employees to voice innovative ideas (such as IdeaScale) can create a supportive workplace culture for all employees. This is particularly important because retention issues are one of six major barriers to diversity

and inclusion and are also linked to two other barriers – lack of minorities in leadership and work/life integration challenges (Intelligence Community EEO/DO, 2017).

5. **Ensure leadership at all levels sends a consistent message and creates a consistent environment that is supportive of diverse staff.** There are clear differences in levels of awareness, understanding, and sense of responsibility related to the importance of diversity and inclusion at TDOT. Consistent messaging and implementation of inclusive practices must be established throughout the organization for a true change in culture to take hold. Equally important is conveying the message that diversity, by definition, includes all staff and exclude none.
6. **Pursue funding opportunities for expanding diversity initiatives and developing diverse talent.** Numerous resources exist that can be pursued and leveraged to increase TDOT's funding for programs related to diversity and inclusion. Strategic partnerships with other organizations to pursue grant opportunities are recommended. Examples of such partnerships include partnering with organizations such as the Women's Foundation for a Greater Memphis to pursue workforce development grants for underserved communities, or partnerships with universities to pursue funding for research-based projects to improve diversity and inclusion outcomes. TDOT can begin this effort by building relationships with non-profits, Universities, and other organizations that have shared values and interest in innovative approaches to diversity and inclusion.

Focused efforts to change communication, training, and messaging around diversity and inclusion can lead to significant improvements in workplace culture. The recommended strategies address findings identified through examination of TDOT's staffing, hiring, and EEOC data, surveys of employees agency-wide, and discussion with TDOT staff in varying levels of leadership across the state. The recommended strategies address specific areas of need for TDOT and have proven effective in similar environments. Deploying these approaches in combination with internal expertise will enhance TDOT's ability to create a model workplace environment.

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Appendix 1. Survey Materials

A1.1 Invitation to Complete Survey

The following email was sent to TDOT personnel inviting them to fill out the anonymous survey.

TDOT has retained researchers at the University of Memphis, Tennessee State University, and Vanderbilt University to conduct a study entitled 'Best Strategies for Diversity' related to the culture of diversity and inclusion at TDOT. The researchers are interested in obtaining your perspective regarding the value of diversity, TDOT's progress towards diversity goals, and the importance of diversity to the organizational mission. All TDOT employees are invited to participate in this survey.

You may access the survey via [this link](#). All responses will be anonymous. The researchers have selected the appropriate settings to anonymize responses so that your IP address will not be collected. We will not collect your name or any other data that can be used to link your responses to you. We encourage you to participate and to provide candid feedback.

If you have any questions regarding this survey or how the data will be collected or reported, please contact the project PI, Dr. Stephanie Ivey at stephanie.ivey@memphis.edu.

Diversity Survey

Adapted from SHRM 2014

TDOT Diversity Survey

Please take a few minutes to complete this survey. TDOT is interested in obtaining your perspective regarding the value of diversity, TDOT's progress towards diversity goals, and the importance of diversity to our organizational mission. We are defining diversity as including persons of different gender, race/ethnicity, age, and ability. To ensure your responses are anonymous, TDOT has retained the University of Memphis, Tennessee State University, and Vanderbilt University to receive the completed questionnaires and interpret the findings. No response will be linked to any individual person. We encourage you to provide candid feedback.

TDOT's Attitude toward Diversity

1. In your own words, what does diversity mean to you?
2. The leadership at TDOT encourages diversity
 - Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
3. Management shows that diversity is important through its actions
 - Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
4. TDOT is committed to diversity
 - Strongly Disagree
 - Somewhat Disagree
 - Neutral

- Somewhat Agree
- Strongly Agree

5. TDOT respects individuals and values their differences

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

Corporate Culture

6. TDOT clearly communicates goals for diversity and inclusion

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

7. TDOT clearly communicates the value of a diverse and inclusive workplace

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

8. TDOT is making progress with diversity initiatives

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

9. A fair workplace includes people from every race and gender.

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

10. Employees who are different from most others are treated fairly at TDOT

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

11. At TDOT, employees appreciate others whose race/ethnicity or gender is different from their own
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree

Discrimination

12. I have personally witnessed discrimination at TDOT
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
13. I have been the victim of discrimination at TDOT
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree

Hiring and Recruitment

14. On the first day of employment, employees will notice there is a diverse representation of their peers in the workplace.
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree

Career Development

15. Employees of different backgrounds are encouraged to apply for promotional opportunities.
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
16. There is a career development path for all employees at TDOT
- Strongly Disagree
 - Somewhat Disagree
 - Neutral

- Somewhat Agree
- Strongly Agree

Your Role

17. My experiences since coming to TDOT have led me to become more understanding of racial/ethnic differences
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
18. My experiences since coming to TDOT have led me to become more understanding of gender differences
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
19. Getting to know people with racial/ethnic backgrounds different from my own has been easy at TDOT
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
20. Getting to know people with genders different from my own has been easy at TDOT
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree

Policies and Procedures

21. TDOT's policies or procedures discourage discrimination.
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
22. I believe TDOT will take appropriate action in response to incidents of discrimination.
- Strongly Disagree

- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

Interaction

23. Employees of different backgrounds interact well at TDOT.
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
24. Management of TDOT demonstrates a commitment to meeting the needs of employees with disabilities
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
25. Employees of different ages are valued equally by this organization
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
26. Racial, ethnic, and gender-based jokes are not tolerated at this organization.
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree
27. TDOT provides an environment for the free and open expression of ideas, opinions and beliefs.
- Strongly Disagree
 - Somewhat Disagree
 - Neutral
 - Somewhat Agree
 - Strongly Agree

Your Immediate Supervisor

28. My supervisor is committed to, and supports, diversity
- Strongly Disagree

- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

29. My supervisor is committed to ensuring the workplace is free of discrimination

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

TDOT's Diversity Training program

30. Education about diversity will enhance TDOT's progress towards its mission

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

31. TDOT has done a good job providing training programs that promote multicultural understanding

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

32. In your own words, what is the organizational culture within TDOT as it pertains to diversity and inclusion?

33. What improvements, if any, can be made to improve the level of diversity at TDOT?

The following questions are for analytic purposes only. They will not be used to identify any individual.

34. How long have you worked for TDOT

- Less than one year
- One year to less than two years
- Two years to less than five years
- Five years to less than ten years
- Ten years or more
- Prefer not to answer

35. Which TDOT location do you work for?

- Region 1

- Region 2
- Region 3
- Region 4
- Headquarters
- Prefer not to answer

36. What is your age?

- Under 21
- 21 to 34
- 35 to 44
- 45 to 54
- 55 or older

37. What is your gender?

- Male
- Female
- Other
- Prefer not to answer

38. What is your race/ethnicity?

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino
- Other
- Prefer not to answer

39. Which of the following best describes your role in the organization?

- Technical
- Technical Supervisor
- Administrative
- Entry-level professional
- Working-level professional
- Senior-level professional
- 1st level supervisor
- 2nd level supervisor
- 1st level management
- 2nd level management
- Director or Assistant Director
- Executive staff
- Prefer not to answer

A1.3 – (REDACTED) Tabular Results from Survey

The information provided in this section of the Appendix was removed for confidentiality purposes approved by FHWA.

A1.4 Example Coding of Open-Ended Survey Questions

Table A - 1. "In your own words, what does diversity mean to you?"

Question 1: "In your own words, what does diversity mean to you?"	
Code Name	Description
<i>Inclusion/Representation/Equality</i>	Responses were given a "1" in this category if they defined diversity as the inclusion, acceptance, or representation of other people. For example, one respondent defined diversity as: "Inclusion of people from various backgrounds, including, but not limited to, race, gender, sexual orientation, and physical abilities."
<i>Respect/Appreciation/Understanding</i>	Responses were given a "1" for this category if they defined diversity as respecting, appreciating, and understanding differences. For example, one respondent defined diversity as: "embracing each other's differences and being respectful to one another in for example a work environment."
<i>Benefits of Diversity/Importance of Different Experiences</i>	Responses were given a "1" for this category if they discussed the benefits of diversity, why diversity in the workplace (or in general) is a strength, or how diversity brings different experiences together, etc. For example, one respondent defined diversity as: "...vital for creative growth, and a more open-minded society and work environment, and therefore a more successful one."
<i>Experience and skillset over diversity</i>	Responses were given a "1" in this category if they provided definitions suggesting that occupational experience was more important than diversity, or describe diversity only in terms of occupation experience. I also included people who had negative things to say about diversity because they believed this concept ignores skillset. For example, one responded defined diversity as: "Hiring or promoting people with no regard to their performance or ability."
<i>Mentions Race/Ethnicity</i>	Responses were given a "1" in this category if they mentioned race or ethnicity.
<i>Mentions Gender</i>	Responses were given a "1" in this category if they mentioned gender or sex.
<i>Mentions Age</i>	Responses were given a "1" in this category if they mentioned age.

Appendix 2. Interview Materials

A2.1 Email Invitation for Interview Requests

TDOT has retained researchers at the University of Memphis, Tennessee State University, and Vanderbilt University to conduct a study entitled ‘Best Strategies for Diversity’ related to the culture of diversity and inclusion at TDOT. The researchers are interested in obtaining your perspective regarding the value of diversity, TDOT’s progress towards diversity goals, and the importance of diversity to the organizational mission.

You were identified by TDOT HR as having the responsibility for hiring (or being involved in the hiring process) for TDOT. Because of your role with TDOT, we would like to invite you to participate in an interview to better understand your perceptions of diversity and inclusion at TDOT. The entire process should take no longer than 30 to 45 minutes.

The interviews will enable us to develop an initial understanding of how TDOT’s current diversity and inclusion practices are implemented and how well these practices address TDOT’s goals. We are interested in learning what you know about TDOT’s diversity and inclusion goals and strategies, your perception of challenges and areas of strength, ideas you may have to improve diversity and inclusion outcomes, and any other issues or concerns you have regarding TDOT’s current approach to meeting diversity and inclusion goals.

The information that you provide during the interview will be kept confidential. Your comments will never be attributed to you. We will request permission to record your interview for use by the researchers in transcribing our interview notes. If you do not wish to have the interview recorded, you can still participate in the interview. Once all data from the interviews are transcribed, all hard copy and recorded records will be destroyed so that there is no longer a link between you and your comments.

If you are willing to participate in an interview, please reply to this email and we will schedule a time in the next few weeks that is convenient for you. If you have any questions regarding the interview process or how the data will be collected or reported, please contact the project PI, Dr. Stephanie Ivey at stephanie.ivey@memphis.edu.

We greatly appreciate your consideration of this request, and expect the project to result in actionable recommendations for TDOT to improve diversity and inclusion in its workplace.

Consent for Research Participation

Title: **Best Strategies for Diversity and Inclusion**

Sponsor: TDOT

Researcher(s): Dr. Stephanie Ivey, University of Memphis
Dr. Kimberly Triplett, Tennessee State University
Dr. Janey Camp, Vanderbilt University
Dr. Hiba Baroud, Vanderbilt University

Researcher Contact Info: 901-678-3286

stephanie.ivey@memphis.edu

You are being asked to participate in a research study. The box below highlights key information for you to consider when deciding if you want to participate. More detailed information is provided below the box. Please ask the researcher any questions about the study before you make your decision. If you volunteer, you will be one of about 50 people to do so.

Key Information for You to Consider

- **Voluntary Consent.** You are being asked to volunteer for a research study. It is up to you whether you choose to participate or not. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate or discontinue participation.
- **Purpose.** The purpose of this research is to better understand TDOT’s diversity and inclusion practices, determine challenges to meeting diversity and inclusion goals, and develop a set of recommendations to address these challenges.
- **Duration.** It is expected that your participation will last 30-45 minutes. The interview will be conducted at a location of your choosing or via conference call.
- **Procedures and Activities.** You will be asked to respond to a series of questions related to your understanding and perceptions of TDOT’s diversity and inclusion policies, practices, and culture.

- **Risks.** Some of the foreseeable risks or discomforts of your participation include possible identification of your individual comments by supervisors or other TDOT staff.
- **Benefits.** Some of the benefits that may be expected include development of a strategic plan for improving diversity and inclusion outcomes at TDOT through this research that may lead to implementation and improved workplace diversity and culture.
- **Alternatives.** Participation is voluntary and the only alternative is to not participate.

Who is conducting this research?

Dr. Stephanie Ivey, LI of University of Memphis Department of Civil Engineering is in charge of this study. There may be other research team members assisting during the study.

What happens if I agree to participate in this research?

If you agree you will be asked to answer a series of questions by one of the research team members about TDOT's diversity and inclusion practices, your perceptions of the effectiveness of these practices, your awareness of other best practices that might work well at TDOT, and your assessment of TDOT's culture related to diversity and inclusion. The researcher conducting your interview will take notes during the conversation and will also record the interview if you give permission for them to do so. You may skip any question that makes you uncomfortable, and you may choose to end the interview at any time.

What happens to the information collected for this research?

Information collected for this research will be transcribed so that it is no longer able to be identified as coming from you (i.e. your name will be removed). Once the data has been transcribed, the original interview hard copy and digital recordings will be destroyed so that there is no longer any material remaining that links your comments to you.

The data obtained from the interviews will be analyzed and summarized in aggregate in a report to TDOT Human Resources Staff. The findings from this research will also be submitted for publication at conferences or in academic journals. Your name will not be used in any published reports, conference presentations, or other products developed about this study.

How will my privacy and data confidentiality be protected?

We promise to protect your privacy and security your personal information as best we can although you need to know about some limit to this promise. Measures we will take include:

- ☐ Only research team members will be aware of the specific comments you make.
- ☐ While hard copy interview notes and recordings are being transcribed, they will be kept in a locked file drawer within a locked office of the interviewer.
- ☐ Once notes have been transcribed with no identifying information included in the transcription, the original hard copy notes and recordings will be destroyed.

Individuals and organization that monitor this research may be permitted access to and inspect the research records. This monitoring may include access to your private information if it occurs prior to destruction of interview hard copy notes and recordings. These individuals and organizations include:

- ☐ The Institutional Review Board

What are the risks if I participate in this research?

You may experience of stress, emotional distress, inconvenience and possible loss of privacy and confidentiality associated with participating in a research study.

What if I want to stop participating in this research?

It is up to you to decide whether you want to volunteer for this study. It is also okay to decide to end your participation at any time. There is no penalty or loss of benefits to which you are otherwise entitled if you decide to not be involved. Your decision about participating will not affect your relationship with the researchers or the University of Memphis.

Will it cost me money to take part in this research?

There are no costs associated with participation in this research study.

Will I receive any compensation or reward for participating in this research?

You will not be compensated for taking part in this research.

Who can answer my questions about this research?

Before you decide whether volunteer for this study, please ask any questions that might come to mind. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Dr. Stephanie Ivey, at 901-678-3286 or stephanie.ivey@memphis.edu. If you have any questions about your rights as a volunteer in this research, contact the Institutional Review Board staff at the University of Memphis at 901-678-2705 or email irb@memphis.edu. We will give you a signed copy of this consent form to take with you.

STATEMENT OF CONSENT

I have had the opportunity to consider the information in this form. I have asked any questions needed for me to decide about my participation. I understand that I can ask additional questions throughout the study.

By signing below, I volunteer to participate in this research. I understand that I am not waiving any legal rights. I have been given a copy of this form. I understand that if my ability to consent for myself changes, either I or my legal representative may be asked to consent again prior to my continued participation.

As described above, you will be audio/video recorded (video recording may occur for interviews held using video conference software) while performing the activities described above. Recordings will be used for data transcription purposes only.

- Initial in the space below if you consent to the use of audio/video recording as described.

___ I agree to the use of audio/video recording

Name of Adult Participant

Signature of Adult Participant
Date

Researcher Signature (to be completed at time of informed consent)

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this consent form and freely consents to participate.

Name of Research Team Member

Signature of Research Team Member
Date

A2.3 Interview Guide

Interview Guide for Tennessee Department of Transportation (TDOT) Region ()

() Name of Interviewee:

Date:

Demographic information:

Race:

Gender:

Job Position with TDOT (engineer and planner, etc.):

Interviewee () (Insert number here and cut on dotted line for confidentiality)

Name Researcher:

Research Title:

“Best Strategies for Diversity”

Interview Guide with TDOT Staff

Introduction:

We would like to thank you in advance for taking time to talk to us today. We would like to assure you that all the information that you provide in this interview is confidential. We have developed an interview guide to help keep our discussion focused and want to note that the discussion should be free flowing and informal. The entire process should take no longer than 30 to 45 minutes. Researchers at the University of Memphis (U of M), Tennessee State University (TSU), and Vanderbilt University are working together on a research project for TDOT entitled “Best Strategies for Diversity.” The primary goal of our research is to better understand TDOT’s diversity and inclusion practices, determine challenges in meeting diversity and inclusion goals, and develop a set of recommendations to address these challenges. Thus, this research is for the Civil Rights Division, and it will assist TDOT with identifying strategies to improve diversity and inclusion outcomes.

The interviews will enable us to develop an initial understanding of how TDOT’s current diversity and inclusion practices are implemented and how well these practices address TDOT’s goals. We are interested in learning what you know about TDOT’s diversity and inclusion goals and strategies, your perception of challenges and areas of strength, ideas you may have to

improve diversity and inclusion outcomes, and any other issues or concerns you have regarding TDOT's current approach to meeting diversity and inclusion goals.

As a result, we would like to ask you a few questions related to these topics.

We would like to assure you that all the information that you provide in this interview is confidential. Your comments will never be attributed to you. Your participation with this study is very important for the future efforts of diversity and inclusion for TDOT. If at any time you feel uncomfortable with a question please let us know and we can either skip the question or come back to it later. So that we do not miss anything that you say, we would like to record our conversation, is this okay? The recordings will only be made accessible to the researchers involved in this project. All of our findings will be reported in aggregate – no statements will be attributed to any individual.

Now let us begin....

1. How long have you been employed at TDOT?
2. What words come to mind when you think of diversity?
3. Are you aware of TDOT's Diversity statement/division statement? Can you put this in your own words?
4. Do you think diversity and inclusion are important? Why?
5. What are TDOT's diversity and inclusion goals?
6. What policies and/or resources does TDOT have in place to encourage a diverse and inclusive workplace culture? What policies and/or resources do you think TDOT should have in place to encourage diversity and inclusion?
7. Are you aware of TDOT's current recruitment and retention strategies? In what ways have you seen TDOT address these goals?
8. Where do you think TDOT struggles most in terms of meeting diversity and inclusion goals (and why)? Can you give an example?
9. Are these challenges related to recruitment, retention, both? Please explain.

10. What are the primary barriers you have experienced in trying to reach diversity goals?
11. In what areas have you seen the most success? Why?
12. How does TDOT evaluate performance in recruitment and retention of a diverse workforce? Is there a particular benchmark used for comparison?
13. What partners are engaged with TDOT in helping to recruit/retain a diverse workforce?
14. Are you aware of any diversity and inclusion best practice examples that should be examined for potential adoption by TDOT?
15. Do you have any additional suggestions for improving TDOT's diversity and inclusion outcomes?
16. Finally, would you like to share any other information today?

Appendix 3. State DOT Interview Results

Table A - 2. Structure for Diversity and Inclusion for Participating DOTs

State DOT	Organizational Structure	Administrative Division	Diversity & Inclusion Policies	Diversity & Inclusion Goals	Assessment
Alabama Department of Transportation (ALDOT)	Both	Civil Rights	None	Goals related to underutilized classifications Affirmative Action Plan	None
Arizona Department of Transportation (ADOT)	Decentralized	Civil Rights	Affirmative Action - Implementation; Recruitment and Selection - Arizona Department of Administration policies – key templates	Goals set by occupation Utilization reports	Research project in partnership with the U of A, SIROW for Women in the ADOT Workforce to include a parity report for recruiting and retaining
Arkansas Department of Transportation (ArDOT)	Centralized	Equal Employment Opportunity Office (EEO) / Disadvantaged Business Enterprise (DBE) Office	Affirmative Action Plan	Census Bureau Look to FHWA for guidance	EEO report every year Affirmative Action Review Interview employees
Colorado Department of Transportation (CDOT)	Centralized	Human Resources	Colorado Equity Alliance Consistency in all state departments Workforce specialists	Annual Affirmative Action Report Quarterly Report for executive director Each region sets their own goals	Scorecard Cultural reviews Engagement Survey with D&I related questions Exit interviews
Connecticut Department of Transportation (CTDOT)	Decentralized	Office of Diversity Office of Contract Compliance	Affirmative Action Plan Recruiter for diversifying applicants	Separate goals for occupations and regions Goals are not quotas	None
Florida Department of Transportation (FDOT)	Equal Opportunity Office is centralized	Equal Opportunity Office	Department's Equal Employment Opportunity/ Affirmative Action Policy	New hire and economic parity statistics	Department wide annual employee survey Equal Opportunity Office gathers data

State DOT	Organizational Structure	Administrative Division	Diversity & Inclusion Policies	Diversity & Inclusion Goals	Assessment
Georgia Department of Transportation (GDOT)	Centralized	Office of Equal Employment Opportunity	Management is evaluated on D&I in their unit; Candidate selection s are reflective of their community	Based on the EEO-4 report submitted to Office of Federal Contract Compliance Programs	Regular training
Idaho Transportation Department (ITD)	Centralized	Human Resources	None	Track employee data	Workplace Culture Assessment every two years
Kentucky Transportation Cabinet (KTC)	Both	Office for Civil Rights and Small Business Development	None	Goals set through governor's office Affirmative Action Plan	None
Louisiana Department of Transportation and Development (DOTD)	Centralized	Compliance Programs (Civil Rights)	None	Demographics Occupation/job class Region Affirmative Action Plan	Employee Satisfaction survey Survey on disability awareness
Michigan Department of Transportation (MDOT)	Centralized	Equal Employment Opportunity	Diversity recruitment coordinator	None	Statewide employee engagement survey
Minnesota Department of Transportation (MnDOT)	Centralized under Office of Equity and Diversity	Office of Equity and Diversity	Guidelines set by governor and state for recruitment and retention	OED sets goals for diversity, equity and inclusion	Multiple metrics for assessment including State Employee Engagement Survey Listening Sessions
Mississippi Department of Transportation (MDOT)	Centralized	Civil Rights	None	Census data is used to set goals	EEO reviews In-person reviews
North Carolina Department of Transportation (NCDOT)	Both	Civil Rights Equal Employment Opportunity	EEO and ADA site visits Webinars and conferences Submit report to EEO	Set annual placement goal using an equation Affirmative Action Plan	Placement goals sent to each division EEO and ADA site visits

State DOT	Organizational Structure	Administrative Division	Diversity & Inclusion Policies	Diversity & Inclusion Goals	Assessment
Ohio Department of Transportation (ODOT)	Both	Human Resources Compliance (Civil Rights)	None	Goals set by job categories with utilization targets Affirmative Action Plan	None
Oregon Department of Transportation (ODOT)	Both	The Office of Social Equity in Human Resources	Equal Employment Opportunity/Affirmative Action Diverse Workforce	Seven goals in the ODOT 2017-2019 Affirmative Action plan	Employee Satisfaction Survey
Pennsylvania Department of Transportation (PennDOT)	Both	Equal Employment Opportunity Human Resources	Consolidating hiring practices State Governor's Office Equal Pay Executive Order Clean Slate policy Compliant with equal employment laws	Department sets strategic goals	Workforce Analysis Reports through SAP/IRIS Mobility Exit/Transfer Surveys
Vermont Agency of Transportation (VTrans)	Centralized	Civil Rights	Trainings	None	State of Vermont Dept of Human Resources – Employee Satisfaction Survey
Virginia Department of Transportation (VDOT)	Decentralized	Civil Rights	State's policy- Governor's Executive Order 1- EEO policy	Succession planning	Engagement Surveys
Washington State Department of Transportation (WSDOT)	Both	External - Civil Rights Internal - Human Resources	Title VI, DBE, and internal HR policies all related to D&I	Demographics Census data State has an anti- affirmative action legislation	Statewide employee engagement survey
Wyoming Department of Transportation (WYDOT)	Decentralized	Equal Employment Opportunity Human Resources Civil Rights	Anti-discrimination policy All hiring decisions based upon qualifications Equal Employment Opportunity	Neogov system	Employee satisfaction survey Employee advisory teams
Anonymous	Both	Human Resources Civil Rights	Affirmative Action Plan	Goals set for demographics and districts	Employee Engagement Survey

State DOT	Organizational Structure	Administrative Division	Diversity & Inclusion Policies	Diversity & Inclusion Goals	Assessment
Anonymous	Centralized	Diversity & Inclusion Program Human Resources Talent Management Safety	None	Affirmative Action Plan Goals vary by district	Talent management annual survey Focus groups