Diversity Action Plan

College or Vice-Chancellor Unit: Herbert College of Agriculture

Mission of the College or Vice Chancellor Unit:

The Herbert College of Agriculture is committed to implementing Senator Morrill's vision for the land grant university system by providing a high quality, inclusive education for Tennesseans from all places and backgrounds in order to solve practical problems. Just as hybrid vigor and biodiversity strengthen our agricultural enterprise and natural environment, our strength and performance as a society is enhanced when people with different backgrounds, beliefs, and experiences come together for their education to learn from, and with, one another. It is our mission to instill this philosophy as part of our holistic educational experience along with the discipline knowledge necessary to develop ethical leaders capable of supporting diversity, equity, and inclusion. Our society has daunting problems to address. It is only through group efforts, involving people with all types of abilities and backgrounds, that we will be able to keep our world intact for future generations. The College works within the framework of the University of Tennessee Institute of Agriculture which includes the College, AgResearch, and UT Extension, each unit having its own Dean (The College of Veterinary Medicine is also within UTIA and acts separately for many activities). Faculty and staff appointments, service units, and facilities are shared by the three entities; thus, the College needs to work with the other two entities to achieve a climate supportive of diversity, equity, and inclusion. https://utia.tennessee.edu/wp-content/uploads/2020/06/UTIA_Org_Chart_6_2_20.pdf.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Work jointly with UTIA to develop a functional structure to address diversity issues across the Institute irrespective of the individual missions of the subunits. Currently there are no DEI personnel operating at the UTIA level, and the College's students, staff, and faculty learn and work across all 3 units: the College, AgResearch, and UT Extension.	Hire a UTIA Director of Diversity, Equity, and Inclusion

Establishment of the Diversity, Equity, and Inclusion Committee to determine the inclusivity needs and actions required

Additional actions will be developed through the DEI committee in an ongoing and sustained manner | Director starts position to lead the committee, establishes vision for committee and develops committee goals

All 9 of UTIA departments are represented on DEI committee | September 2020 to February 2021

Spring 2021-August 2021 | Caula A. Beyl
Tim Cross
David White and search committee

DEI director-reports to Tim Cross and UTIA Deans |
| Develop baseline data on climate of UTIA for students, staff and faculty by | Publicize survey
Review survey results with UTIA leader and take actions | | January 2021
Spring 2021 | Caula A. Beyl |

participating in climate survey-move to action of set expectations et al	to attain objectives based on data Additional metrics/benchmarks will be developed in response to actions and feedback as developed by the DEI committee.			
Attain a faculty body able to support a diverse and inclusive College	Develop or secure training for classroom instructors to complement STRIDE Solicit feedback from trainees to enhance training, creating a cycle of improvement	25% faculty trained by Fall 2021, 50% by Fall 2022, 75% by Fall 2023, 100% by Fall 2024; new hires annually afterwards	1st cohort Fall 2021; then ongoing	UTIA Director DEI
Set the expectations for an inclusive environment and communicate to incoming freshmen	Develop and deliver a welcome video that articulates this expectation from the dean for each department's welcome week activity. Measure effectiveness through pre- and post-training survey of random subpopulation of annual cohorts. Conduct anti-bias training for students with feedback loop incorporated	1 video, renewed annually or as needed Training session(s) developed and held; and/or incorporated into FYS classes; add quantitative metrics; add benchmarks following consultation with Director and UTK	Prior to each fall's beginning classes Spring –Fall 2021	Dean and Herbert Staff UTIA Director DEI; possibly instructors

Accountability: When appropriate, feedback loops will be used to determine effectiveness of activities. Most will likely be on a 1+ year timeline. Metrics and benchmark data will be reported annually through existing mechanisms, e.g., annual reports, department head meetings, student newsletter, website, etc.

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Develop a pipeline to attract graduate students, post-docs, staff and faculty from historically underrepresented populations by developing a closer working relationship with Tennessee State University (TSU) and/or University of Memphis *Consider developing a UTK-TSU campus alignment instead of purchasing Martin Methodist College	Deans meet three times per year to identify and develop actions for common DEI goals Faculty Exchange Day-faculty serve as guest speakers at each other's institutions (also supports Goal 3)-solicit routine feedback from participants for benefits and challenges of the program to either discard or improve the program Conduct targeted recruitment of underrepresented minorities for faculty positions Advertise open faculty, staff and other positions at TSU and other HBCU agricultural colleges using our APLU-BAA member contacts For advertising benchmark, identify organizations that target specific groups	Dean meetings occur Faculty in at least 3 disciplines serve as guest instructors at the other institution. This can help recruitment as students from populations underrepresented at UT get to see and develop relationships with UT faculty. The increased diversity should inherently help with retention when coupled with existing retention support services for the entire student population.	January, May, September 2021 Spring-Fall semesters 2021	Dean Beyl or peers (Dean AgResearch, Dean UT Extension) Dean Beyl Deans Beyl, Xin, Senseman and Department Heads with departmental faculty and graduate students

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Identify and remedy factors contributing to underrepresentation of minorities in agriculture disciplines	Develop literature review on why students of color do not select ag majors, approaches for recruiting, and suggestions for recruitment (see Actions, for next objective and Goal 4)	Completed literature review Recommendations for recruitment	31 January 2021 28 February 2021	Dean's staff and Herbert Recruiter
Increase the visibility of our undergraduate and graduate programs to attract underrepresented students	Audit and revise web sites for visibility of minorities UTIA departments host an Open House event for TSU students to see facilities, learn how funding for graduate school works, meet faculty and other graduate students Use social media to highlight success of minority graduate students Redesign recruitment literature, tours, website and social media along with targeted recruiting efforts based on review by MANRRS students and literature review Collaborate with Extension offices throughout the state to identify promising 4-H and	Increase students from underrepresented groups by 2% annually over 5-year period (in Fall 2020, 89/1414 UGs, 19/168 MS, 5/102 PhD) Open House event is held for TSU students At least one revised set of literature annually	Fall 2021 and each subsequent fall July – September 2021 Fall 2021 and each subsequent fall	Department heads

	FFA minority students to recruit			
Increase engagement and activity of MANRRS among underrepresented students at both the graduate and undergraduate levels.	Engage the UTIA DEI Committee in program activity planning in MANRRS; Highlight MANRRS activities and events in the Herbert Chronicle	Double MANRRS membership from that of fall 2020	Fall 2021 Annual evaluation	UTIA DEI Director UTIA DEI Committee MANRRS Faculty mentors
	MANRRS hosts college or campus-level event(s) to raise awareness of the group	Event is hosted; assessment used to develop future events	Spring or Fall 2021 (depends on pandemic)	
	Develop peer mentoring program through MANRRS (and other Herbert groups as needed), identify and train mentors	Program developed and peer mentors identified for Fall	Spring 2021	
	Implement peer training program	Peer mentors paired with incoming students	Fall 2021	
	Feedback from mentors and mentees informs revisions to the program planning	Increased retention rate of minorities to mirror that of whites (2018 cohort: 73.7% retention vs 88.6% for whites)	Fall 2022 and annually thereafter	
Encourage and support hiring of GTAs from underrepresented groups	Send RFA to departments for GTAs	Increased number of GTAs from underrepresented groups or international populations	Fall 2021 and annually thereafter	Associate Dean

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

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[2] People from various cultural, racial, and ethnic backgrounds.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Engage with Lone Oaks STEM camps to acquaint a highly diverse population of high school students from the Memphis and surrounding community with agriculture opportunities.	Work with Extension (incl. 4-H) to provide internship for graduate and/or undergraduate student interested in working with minority youth Work with 4-H to provide education to grades 4-8 across TN and high school via Next Chapter; track # students coming to UT from those schools Work with Ben West at Lone Oaks on specific programming aimed at targeted population	Increased number of students coming from socio-economically diverse communities	Throughout the year	Dean's staff UT Extension Selected internship recipients Scholarship committee

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives. *Our understanding of curriculum requirements are those classes and experiences students are required to complete in order to achieve a degree. Our plans for Goal 5 were written to ensure intercultural perspectives are woven into the fabric of our curriculum requirements and/or offerings.*

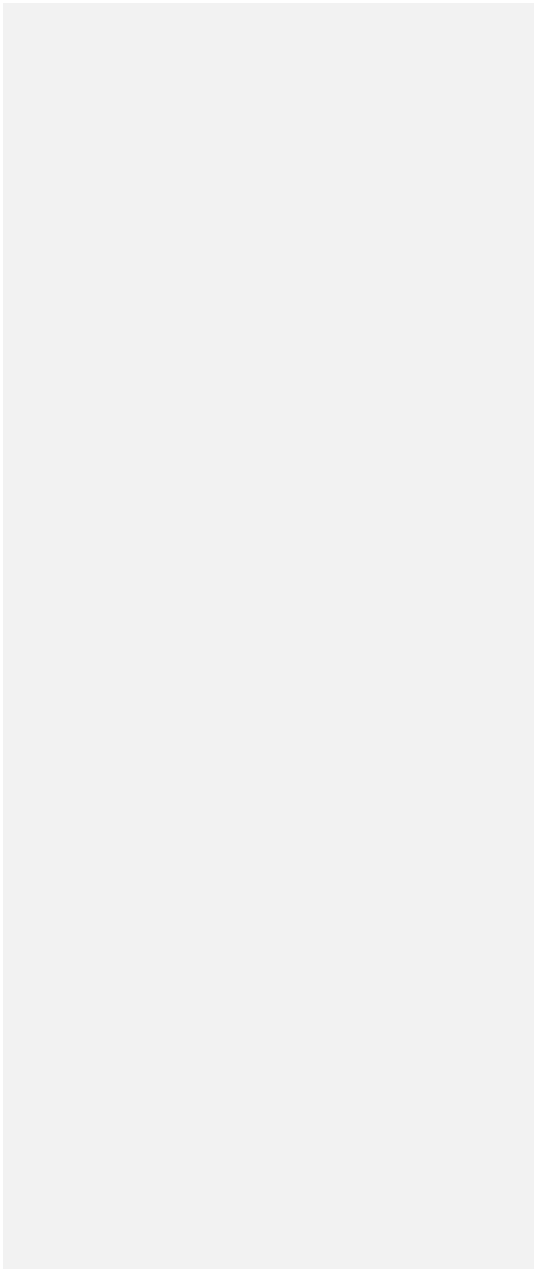| Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Inculcate intercultural perspective into the curriculum by ensuring undergraduate students have coursework or experiential learning opportunities or requirements that help fill their degree program.	Perform an audit of existing courses to ensure that elements promoting intercultural perspective are included and advertise these through our website and social media. This will be done for example by identifying course descriptions or portions of syllabi that cover intercultural perspectives.	List the courses approved for GC-US and GU-International and the courses or experiences (e.g. international internships) provided in a student's curriculum or through College/University opportunities. Share the information with departments with a view towards ensuring all majors have intercultural	August 2021	Associate Dean-Herbert College

		coursework or opportunities for their students		
Develop a Vol Core course as Global Citizenship – US and Engaged Inquiry course: The Land Grant's Agricultural Legacy: A Complicated American Experience. Learning outcomes to include role of land grant institutions (1862, 1890, & 1994), how they have affected the socioeconomic and cultural status of and opportunities for individuals and racial groups within agriculture, and how the land grant institutions have shaped relationships with indigenous peoples of North America and compared to other global societies & cultures.	Submit the course proposal to the College and University; if approved, teach the course. Revise the course based on student and peer evaluations, and instructor reflections	Successful development, approval, and delivery of the course;	Fall 2021	Faculty in ALEC

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<mark>Ensure all graduate students receive training on cultural competency, diversity, equity, and its relation to the agricultural industry through intentional programming, in preparation for post-graduate academic and professional career ambitions.</mark>	Work with Departmental Heads and Graduate Directors, UTIA Director for DEI, STRIDE program and the Graduate School to ensure access is provided for graduate students and require completion of STRIDE training as a graduation requirement. If untenable, we will seek to utilize appropriate CIRTL training	100% of GTAs complete training	Fall 2021	Associate Dean The Graduate School STRIDE Departments

through Teaching & Learning Innovation. Have presenter from UTK OED at the Fall Kick-Off meeting for faculty and graduate students to review implicit bias			

Mission of the College

Diversity, inclusion, equity, and justice must be critical core values of our college, embodied in our teaching, research, and community engagement. The College of Law affirms its commitment to promoting and cultivating diversity, which is expressed in myriad forms, including race, sex, sexual orientation, gender identity or expression, religion or belief, spirituality, ethnicity, culture, national origin, citizenship, abilities, age, socio-economic status, veteran status, domicile, life experiences, viewpoints, and philosophy. Our immediate aim is to foster a more inclusive learning and working environment for our entire community – one that succeeds and thrives because of its diversity. Our broader aim is to learn, teach, and practice the principles of equity and justice to ensure that all people have the opportunity to grow, contribute, and achieve their aspirations. We commit to pursuing deliberate efforts to ensure that our college welcomes differences and is a place where different perspectives are heard and every individual feels a sense of belonging. To insure equity, we also commit to challenge and respond to bias, harassment, and discrimination, and to provide equal opportunities for our students, faculty, and staff.

To prepare our students to excel as lawyers and leaders, we also must adapt our curriculum and co-curriculum to equip students with the tools to practice in an increasingly diverse world. This includes: (1) creating a diverse and vibrant community of faculty and students with different perspectives and experiences; (2) engaging in critical discourse about legal and social issues that are often avoided or suppressed; (3) enhancing cross-cultural understanding; and (4) encouraging open and respectful communication about our respective experiences, backgrounds, and biases. We also seek to translate those conversations into strategies and programs that effectively promote diversity, equity, inclusion, and justice – within our institution, the larger community, the legal profession, and in our justice system.

Goal 1:

Create and sustain a welcoming, supportive, and inclusive college climate.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)	**Incorporate and mainstream the mission of diversity, equity, inclusion, and justice ("Diversity & Inclusion Mission") in every aspect of the operation of the College of Law (COL).**	Include diversity, inclusion, equity, and justice commitments in the law school's mission, bylaws, strategic plans, and other governance policies and practices	Inclusion of commitments in relevant COL dcuments	May 2021	Dean Assoc. Dean Academic Affairs Community & Inclusion Cmte. Faculty
		Consider including in the bylaws competence in Diversity & Inclusion as part of the expectations for faculty rank and requirements for tenure and promotion of faculty	Report and recommendation as to amendment of bylaws to include competence expectations for faculty	Spring 2022	Dean Faculty
		Charge each committee and administrator as appropriate with contributing meaningfully to the Diversity & Inclusion Mission; require annual reports on their efforts and progress as appropriate	Percentage of annual reports from charged committees and administrators that document efforts and progress	Annually	Dean
		Institute a dedicated Diversity & Inclusion Committee consisting of the Assistant Dean for Student Affairs/Director of Diversity and Inclusion, faculty, student, staff, and administrative representatives on a rotating basis	Designation of and charge to committee. Reports filed annually	Fall 2020	Dean
		Require faculty to report on individual efforts to address diversity, equity, and inclusion in teaching, scholarship and/or service as part of faculty performance evaluations	Revision and implementation of process of faculty evaluation	Fall 2021	Dean Faculty

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	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**Demonstrate to stakeholders that the Diversity & Inclusion Mission is central to the mission of the College of Law.**	Develop a communications and marketing plan to communicate consistently and broadly that the Diversity & Inclusion Mission is a priority for the COL	Communications and marketing plan	Spring 2021	Dean's Office Assist. Dean Operations & Finance Advancement Office Dir. Communications Community & Inclusion Cmte.
		Publicize efforts by the COL and its individual members and groups to promote diversity and inclusion	Number of communications, social media, print communications/articles, tv/radio broadcasts, emails, tv displays featuring actions	Annually	Dir. Communications Assist. Dean Operations & Finance Dir. Diversity & Inclusion
		Create a dedicated page on the COL website on diversity, equity, and inclusion	Creation of webpage	Fall 2020	Dean Dir. Communications ARTF Community & Inclusion Cmte.
		Examine the images and representations of lawyers, scholars, judges displayed in the COL to ensure that they reflect diversity; recommend and implement changes	Memo to the Dean summarizing efforts to identify and improve images and representations	Fall 2020	Dean Assist. Dean Student Affairs Dir. Diversity & Inclusion ARTF
		Bring in a more diverse groups of speakers and guest lecturers	Number of speakers and guest lecturers from diverse groups Memo summarizing processes to bring in more diverse speakers	Spring 2021 and Annually	Assoc. Dean Faculty Development Assist. Dean Student Affairs Dir. Advocacy Ctr. Dir. Entrepreneurial Ctr. Dir. Leadership Inst. Dir. Legal Clinic Career Services Faculty Advisors – law journals and student groups

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	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**(continued)** **Demonstrate to stakeholders that the Diversity & Inclusion Mission is central to the mission of the College of Law.**	Consider modifying COL graduation requirements to require that students take a minimum number of hours of courses that provide professional development in diversity and inclusion training	Memo to faculty outlining considerations relevant to modifying the graduation requirements	Spring 2022	Dean Faculty
		Begin to implement enhanced programs for students related to Diversity & Inclusion Mission, including programs that focus on how to recognize unconscious bias, cross-cultural communication skills, and how to communicate across difficult topics, including during orientation week	Number and type of professional development programs Number of students attending Number of faculty engaged in teaching courses/course content Positive assessment of students in biannual climate survey	Spring 2021	Dean Assist. Dean Student Affairs Assoc. Dean Academic Affairs Curriculum Task Force Community & Inclusion Cmte. Career Services Cmte. Faculty
		Integrate D&I skills throughout the existing curriculum	Number and type of D&I professional development components offered in existing course Designation of courses that offer D&I skills as part of curriculum Designation of faculty who have been trained in D&I Number of faculty engaged in teaching courses/adding course content addressing D&I	Spring 2022	Assoc. Dean Faculty Development Assist. Dean Student Affairs Curriculum Task Force Faculty

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	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**(continued)** **Demonstrate to stakeholders that the Diversity & Inclusion Mission is central to the mission of the College of Law.**	Consider modifying the existing student outcomes to include competency in diversity, equity, and inclusion	Report and recommendation as to modification to student outcomes	Spring 2022	Assoc. Dean Faculty Development Curriculum Task Force Faculty
		Consider creation of a certificate program in Diversity, Equity, and Inclusion (also included in Goal #5)	Report and recommendations as to the creation of the certificate program (also included Goal #5)	Spring 2023	Assoc. Dean Academic Affairs Faculty Curriculum Task Force

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(3)	**Create support structures for student affinity groups and historically underrepresented groups.**	Continue to support and provide adequate resources to student affinity groups through financial support to enable them to hold programmatic events each year, through faculty attendance at student affinity group events, through ample advertising for the events, and to attend conferences outside the COL	List of resources provided to each affinity group Number of faculty attending events Number of advertisements and articles publicizing events	Spring 2021	Dean Assist. Dean Operations & Finance Assist. Dean Student Affairs Dir. Diversity & Inclusion Faculty
		Continue to provide opportunities for faculty, students, and staff to meet outside the classroom to help develop community	Number of community-building events Number of students, faculty, and staff attending	Fall 2020 and Annually	Dean Assoc. Dean Academic Affairs Assist. Dean Student Affairs Dir. Diversity & Inclusion Community & Inclusion Cmte.

Goal 1:
Create and sustain a welcoming, supportive, and inclusive college climate.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(4)	**Provide opportunities for professional development for faculty and staff to promote the Diversity & Inclusion mission.**	Develop and implement a college-wide professional development program for all faculty and staff, during onboarding and then annually, to develop skills necessary to promote the Diversity & Inclusion mission (including e.g. programs to recognize unconscious bias and teaching methods that promote D&I, respond to bias, and promote equity)	Announcement in college-wide email of faculty commitment to create and attend program Create and publish program Number of attendees	Fall 2021 and Annually	Dean Assist. Dean Operations & FInance Assoc. Dean for Academic Affairs Community & Inclusion Cmte Assist. Dean Student Affairs Dir. Diversity & Inclusion Faculty

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(5)	**Identify obstacles to inclusion and respond to incidents and concerns involving diversity, inclusion, equity and justice; bias; and discrimination.**	Designate and publicize (a) the process for handling complaints, and (b) persons responsible for hearing and responding to complaints and concerns	Publication of the process and responsible persons Number of complaints Annual memo summarizing response(s) to complaint(s) provided to Dean, faculty, staff and students	Fall 2020 and Annually	Dean's Office Assoc. Dean Academic Affairs Dir. Diversity & Inclusion Community & Inclusion Cmte.
		Conduct a biennial climate survey for students, faculty, and staff. Review the responses; assess obstacles and issues that impact the success of members of the COL community; and create an action plan to address issues and problems	Number of students, faculty, and staff responding to climate survey Reduction in percentage of respondents to climate survey who report concerns/incidents of bias Increase in percentage of respondents who report positive feeling of inclusion Notes from forum summarizing concerns and issues raised, along with annual reports from Community and Inclusion Committee as to actions	Fall 2021 and Annually	Dean's Office Dir. Diversity & Inclusion Community & Inclusion Cmte.
		Create an annual forum for students, faculty, and staff to report on DAP progress and to solicit feedback on the climate survey			

Goal 1:

Create and sustain a welcoming, supportive, and inclusive college climate.

			taken to respond to concerns provided to Dean, faculty, staff and students		
	Objectives	**Actions**	**Metrics/Benchmarks**	**Date**	**Who**
(5)	**(continued)** **Identify obstacles to inclusion and respond to incidents and concerns involving diversity, inclusion, equity and justice; bias; and discrimination.**	Provide a written report at the end of the year summarizing the progress achieved toward addressing concerns	Report at end of academic year summarizing climate survey responses and responses to issues/concerns raised re: survey and/or DAP progress	Spring 2022 and Annually	Dean's Office Dir. Diversity & Inclusion Community & Inclusion Cmte.
		Provide annual reports to the Dean and Diversity & Inclusion Committee regarding complaints and actions taken to resolve them	Summary of nature of complaints and resolution		
		Consider revising/creating student code of conduct or similar policies to support inclusive climate	Report and recommendations as to possible revisions of code or policies	Spring 2022	Dean Assoc. Dean for Academic Affairs Asst. Dean for Student Affairs Community & Inclusion Cmte.
		Consider steps to provide notice to community of existence of complaints, similar to Cleary Act notices, and to publicize resolution of complaints in a way that assures accountability	Memorandum proposing steps to provide notice and insure accountability.	Fall 2021	Dean's Office Community & Inclusion Cmte. Faculty
		Provide a dedicated outlet, preferably online, to anonymously communicate concerns and complaints (i.e. not the Dean's suggestion box)	Notice of creation of anonymous outlet	Spring 2021	Dean's Office Community & Inclusion Cmte.

Goal 2:

Attract and retain greater numbers of individuals from historically underrepresented populations[1] into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)	**Implement a focused strategy to attract faculty, staff, and administrators from historically underrepresented groups.**	Develop a strategic plan to recruit faculty and aspiring faculty from historically underrepresented groups, including as faculty fellows, visiting professors, and adjunct faculty Consider COL participation in DDE Future Faculty Program	Percent increase in number of applicants from historically underrepresented groups Percent increase in hires of faculty and aspiring faculty from historically underrepresented groups	Fall 2021	Dean's Office Hiring Task Force
		Consider revising bylaws to require the faculty to take into account the COL Diversity & Inclusion Mission as part of faculty discussion of annual hiring needs and decisions	Report and recommendation as to revision of bylaws		
		Consider requiring STRIDE training for all faculty members on inclusive hiring practices	Report and recommendations as to training		
		Consider requesting applicants/candidates to complete a diversity statement during the application process to explain how the candidate contributes to the COL Diverstiy & Inclusion Mission	Report and recommendation as to requirement of request for diversity statements from applicants/candidates		

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[1] People from various cultural, racial, and ethnic backgrounds.

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		Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)		**(continued)** **Implement a focused strategy to attract faculty, staff, and administrators from historically underrepresented groups.**	Review job postings for inclusive language and suitable qualifications	Summary of inclusive language included in job postings and suitability of qualifications	Spring 2021 and Ongoing	Dean's Office Assist. Dean Student Affairs Assoc. Dean Faculty Development Appointments Cmte.(as applicable) Faculty
			Advertise job postings across multiple sources and platforms to attract diverse candidates	Number of postings in multiple sources/platforms Number of applicants who responded to each posting		
			Include strategic focus on outreach to solicit applications from diverse range of candidates during search for new faculty, administators, and staff to identify candidates that are diverse or from underrepresented groups	Number and types of outreach efforts with respect to both fulltime and adjunct faculty, administrators, and staff Number of applications received as a result of outreach efforts	Fall 2021 and Ongoing	Dean's Office Assist. Dean Student Affairs Assoc. Dean Faculty Development Appointments Cmte. (as applicable) Faculty
			Create a strategic plan to diversify Career Center	Document substantial efforts to diversify Career Center staff including but not limited to substantial efforts to recruit a diverse applicant pool and targeted recruitment of identified candidates Increase number of diversity fellowships hosted by law firms, available to students and increase targeted recruiting for those fellowships Revise communication materials to include statement encouraging legal employers to employ diverse interview teams in recruitment efforts	Spring 2022	Dean's Office Assist. Dean Student Affairs Career Services Cmte. Dir. Career Services

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	Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)	**(continued)** **Implement a focused strategy to attract faculty, staff, and administrators from historically underrepresented groups.**	Assist prospective hires and new hires to learn about, and transition to, life and community at UT and in Knoxville	Memo describing resources available and documenting personal connections established for prospective and new hires	Spring 2021 and Ongoing	Dean's Office
		For job offers made and not accepted from historically underrepresented groups, determine reason(s)	Annual memo listing reasons and recommendations for how to address for future hires		
(2)	**Identify and eliminate obstacles to the retention of historically underrepresented faculty, staff, and administration.**	Recognize and support faculty, staff, and administration contributing to diversity, equity, and inclusion, including supporting membership in campus, college, and professional affinity groups	Number of awards, research grants, and articles or web pages supporting and/or featuring faculty, staff, and administration contributions to diversity equity, and inclusion Number of memberships in campus, college, and professional affinity groups; amount of financial and resources support; number of new affinity groups represented by faculty, staff, and administration at the end of the year	Spring 2021 and Annually	Dean Assoc. Dean Faculty Development Assoc. Dean Academic Affairs Assist. Dean Student Affairs Assist. Dean Operations & Finance

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	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**(continued)** **Identify and eliminate obstacles to the retention of historically underrepresented faculty, staff, and administration.**	Increase the diversity of the faculty, staff, and administration to create a welcoming and inclusive community	Percent change in number of faculty, staff, and administration from historically underrepresented populations	Fall 2021 and Annually	Dean's Office Assoc. Dean Faculty Development Assist. Dean Operations & Finance Hiring Task Force Faculty
		Fairly allocate faculty, staff, and administration service responsibilities generally and share responsibility for D&I efforts	Annual service survey of faculty and staff to determine if service is being fairly allocated		
		Continue to create pathways to advancement by supporting and enhancing mentoring across programs and career stages	Number of mentoring opportunities offered at the COL, university, and in the larger academy and profession Feedback from faculty and staff who are mentored evaluating COL efforts		
		Create a plan and process to help integrate faculty, staff, and administration from underrepresented groups into the larger UT campus and community	Plan and checklist of resources available to help faculty, staff, and administration integrate into larger UT campus and profession Annual survey of faculty, staff, and administration providing feedback on plan/process	Spring 2021 and Annually (or later depending	Dean's Office Assoc. Dean Faculty Development Assist. Dean Operations & Finance Hiring Task Force Faculty

Goal 2:

Attract and retain greater numbers of individuals from historically underrepresented populations[1] into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

		Review and revise onboarding processes to insure new hires begin to be integrated into the larger UT campus and community	Revised processes	on budget freeze)	Assoc. Dean Faculty Development Assist. Dean Operations & Finance Faculty

Goal 3:

Attract, retain, and graduate increasing numbers of students from historically underrepresented populations and international students.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)	**Pre-admit stage: devote considerable resources to soliciting applications from a broad spectrum of candidates.**	Draft and implement a strategic recruiting plan that will support and enhance our existing efforts: (a) provide support for an effective pipeline of diverse students, including those from nondominant cultures and historically underrepresented groups, who feel sustained, welcomed, and encouraged to practice law, including a summer pipeline program; (b) incorporate students, faculty, and alumni in student recruitment; (c) enhance the diversity of our pool of applicants through targeted advertising, recruitment publications, outreach campaigns, website videos, social media, and campus visits; (d) develop new need-based scholarship opportunities through endowment development, cultivation of new industry partnerships, and other fundraising; (e) expand the number and dollar value of diversity scholarships; (f) identify other opportunities for recruiting by connecting faculty, administrators, staff, current students, and alumni; and, (g) seek funding to expand pipeline programs targeting high school and college students.	Adoption of strategic recruiting plan Documentation of relevant fundraising metrics Documentation of outreach efforts and matriculation of diverse students, with comparison to prior years Increase in number of additional programs to address pipeline issues Increase in applications from diverse students Dollars raised for diversity scholarships Number of diversity-related prospective and actual donors	Spring 2022	Dean Assist. Dean Student Affairs Dir. Admissions Admissions Cmte. Members, Admissions Office

Goal 3:

Attract, retain, and graduate increasing numbers of students from historically underrepresented populations and international students.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)	**(continued)** **Pre-admit stage: devote considerable resources to soliciting applications from a broad spectrum of candidates.**	Increase recruiting travel, including to institutions and other venues with a verified record of producing qualified applicants from diverse backgrounds	Documentation of recruiting travel, with comparison to prior years Year to year comparison of number of applications and yield from recruitment travel	Spring 2022 (travel restrictions permitting)	Dean Assist. Dean Admissions Assist. Dean Student Affairs Dir. Development Admissions Cmte.
		Review the applications process to determine whether all applicants are treated equitably under the admission rules and procedures; generate related recommendations	Report on review of applications process and recommendations as to changes	Spring 2022 and Ongoing	Dean Assist. Dean Student Affairs Dir. Admissions Dir. Develoment Dir. Diversity & Inclusion Admissions Cmte.
		Enhance recruitment budget to increase multicultural recruitment events, including hosted campus visits and programming	Number of new events focused on recruitment and retention of underrepresented students Year to year comparison of number of applications and yield from new events		
		Identify new partners for COL's 3+3 program that are likely to expand enrollment of diverse students and pursue appropriate partnerships	Number of additional partnerships considered; number pursued; number implemented; number of students recruited through new partnerships		

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Attract, retain, and graduate increasing numbers of students from historically underrepresented populations and international students.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**Post-admit stage: continue to devote considerable resources to communicating with admitted students to address their concerns and develop a sense of community.**	Provide individualized outreach to every admitted student from at least one member of the Admissions and Financial Aid staff and one faculty member/student/alum	Number of admitted students from underrepresented groups Number of admitted students from underrepresented groups who were contacted	Spring 2021	Dean Assist. Dean Admissions Assist. Dean Student Affairs Dir. Development
		Create a first generation support program at the COL	Creation of first generation support program Number of students and faculty participating in program Number of events scheduled per year	Summer 2021	Dean Assist. Dean Admissions Assist. Dean Student Affairs Dir. Development

Goal 4:

Develop and strengthen partnerships with diverse communities[1] in Tennessee and globally.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)	**Continue to provide and develop clinical, externship, experiential, and study abroad courses in the curriculum that serve diverse clients and communities in Tennessee and globally.**	Expand externship program to place students with organizations that serve diverse communities in Knoxville, Nashville, Atlanta, and Washington D.C.	Proposal to expand externship program	Spring 2022	Assoc. Dean Academic Affairs Dir. Advocacy Dir. Entrepreneurial Ctr. Dir. Legal Clinic Academic Standards Cmte. Faculty
		Identify and create additional course opportunities that partner with or serve international/global clients, communities, and organizations	Memo identifying possible opportunities Proposal for additional opportunities Number of additional opportunities added		
		Investigate opportunities for exchange programs with law schools in other countries	Report on possibile exchange programs and global opportunities for study abroad	Spring 2022	Assoc. Dean Academic Affairs Dir. Leadership Inst.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**Continue to support and develop experiential opportunities in co-curriculum that serve or partner with diverse persons and communities.**	Increase resources and support for UT Pro Bono, including Alternative Spring Break, to permit more students to participate and to serve diverse communities locally, regionally, nationally, and internationally	New resources available for Alternative Spring Break Number of students participating	Spring 2023	Dean Assist. Dean Operations & Finance Dir. Career Services Dir. Leadership Inst. Pro Bono Coordinator
		Evaluate the reach of UT Pro Bono to ensure that the program is serving diverse communities.	Report on pro bono services provided and efforts to increase diversity of clients served.	Spring 2022	Dean Assist. Dean Operations & Finance Dir. Career Services Dir. Leadership Inst. Pro Bono Coordinator

Goal 4:

Develop and strengthen partnerships with diverse communities in Tennessee and globally.

		Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)		**(continued)** **Continue to support and develop experiential opportunities in co-curriculum that serve or partner with diverse persons and communities.**	Conduct the racial justice listening project, a research project funded by a diversity challenge grant to evaluate and improve the ways in which the clinic leverages its legal resources to address systemic racism in our community and ensure that the clinic is accountable to low income communities and communities of color in the area. The study will be conducted by faculty and a group of students enrolled in a special course being taught in the Spring of 2021 for this purpose.	Report produced and delivered to the clinic faculty reporting on metrics in three areas: 1. how the clinic has leveraged its or failed to leverage resource in the past to address systemic racism and be responsive; 2. a report of suggestions made, as a result of the listening project, about how the clinic should leverage its resources, and 3. a set of suggestions about accountability mechaims the clinic might employ to ensure future accountability to low income communities and communities of color.	Spring 2021	Clinical Faculty
			Employ the results of the listening project to evaluate the effectiveness of clinical programs in meeting the needs of local and regional communities and propose appropriate changes.	Completion of assessment and implementation of practices such as the collection of data on cases taken and the creation of a mechanism of accountability, such as advisory board, to help clinic faculty ensure that the clinic remains responsive.	Spring 2022	Clinical Faculty
			Offer academic credit as an option for student work during Alternative Spring Break, in lieu of pro bono recognition	Establishment of 990 course for credit for Alternative Spring Break service	Spring 2023	Academic Standards Cmte. Faculty who supervise (or would like to supervise) Alternative Spring Break projects
			Provide opportunities for students, faculty, and staff to work on a joint service project during the year	Create a service project for the fall of 2021	Fall 2021 (COVID-19 permitting)	Assoc. Dean Academic Affairs Assist. Dean Student Affairs

Goal 4:

Develop and strengthen partnerships with diverse communities in Tennessee and globally.

(3)	Continue to provide assistance to diverse communities in Tennessee and globally.	Identify and pursue partnerships with other colleges, departments, and programs in the university that the COL could provide assistance to, or that the COL could collaborate with, to promote our D&I mission	Number of faculty and students participating in partnerships Extent to which the community credits partnerships with improving the college's climate.	Spring 2023 and Ongoing	Dean's Office Dir. Legal Clinic Pro Bono Coordinator Faculty

Goal 5:

Ensure that curricular and co-curricular programs include significant intercultural perspectives and prepare students to become lawyers, judges, scholars, and leaders in a diverse world.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(1)	**Assess curriculum (including individual courses) for the inclusion of intercultural perspectives and issues related to social justice, equity, and the elimination of bias in teaching legal doctrine, policy, practice, and theory.**	Conduct curriculum survey to determine the extent to which intercultural perspectives are included in existing curriculum and COL's D&I mission is being met	Completion of survey and publication of results	Spring 2022	Curriculum Task Force
		Identify and provide list of courses that focus on D&I and that include intercultural perspectives	List of courses	Spring 2022	Assoc. Dean Academic Affairs Curriculum Task Force

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**Offer curricular and co-curricular programs that promote the D&I Mission and include intercultural perspectives**	Offer multiple courses on a regular basis that provide learning opportunities on issues of diversity, inclusion, equity, and justice, including courses on race, law, and justice	Number of courses that incorporate (1) equity and inclusion teaching methods, and (2) learning opportunities on these issues Percentage of students surveyed during biannual climate survey that express satisfaction with number and breadth of such courses offered	Spring 2022 and Annually	Assoc. Dean Academic Affairs Assoc. Dean Faculty Development Community & Inclusion Cmte.
		Provide opportunities for intergroup dialogues that bridge cultural differences. Increase the number of lectures, symposia, conferences, discussions and intercultural experiences (see also Goal #1)	Number of intercultural lectures, symposia, discussions offered (see also Goal #1) Percentage of students, faculty, and staff that express satisfaction with the amount and quality of such dialogues in the biannual climate survey		

Goal 5:

Ensure that curricular and co-curricular programs include significant intercultural perspectives and prepare students to become lawyers, judges, scholars, and leaders in a diverse world.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(2)	**(continued)**	Consider creation of a D&I Certificate Program (also included in Goal #1)	Report and recommendations as to creation of Certificate Program	Spring 2023	Curriculum Task Force
	Offer curricular and co-curricular programs that promote the D&I Mission and include intercultural perspectives	Review and revise selection procedures for student journals, moot courts, and other COL sponsored activities and awards as necessary to promote diversity, equity, and inclusion	Adoption of recommendations Increase in number of diverse students who are selected for such activities	Spring 2021	Commnity & Inclusion Cmte. Faculty supervisors – student journals, moot court competitions, and similar activities

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(3)	**Support faculty to better integrate intercultural perspectives in the classroom and in pedagogical methods to foster equity and inclusion.**	Mainstream and encourage discussion of multiple perspectives, and foster equity and inclusion, throughout every faculty discussion of teaching and in our curriculum	Number of: (a) faculty fora or programs that address how to integrate diversity and inclusion teaching methods and diverse perspectives in courses; (b) faculty attending or viewing these meetings or similar programs offered outside the COL; and, (c) number of courses that include such discussion	Fall 2021 and Annually	Assoc. Dean Academic Affairs Assoc. Dean Faculty Development Community & Inclusion Cmte.
		Provide at least one teaching forum per semester that incorporate expert advice/resources to assist faculty in developing teaching methods and course design to teach intercultural competencies			
		Further develop the "Equity and Inclusion Pedagogy" classroom resource on the law school library website	List of additional resources provided on website	Fall 2021	Assoc. Dean Law Library

Goal 5:

Ensure that curricular and co-curricular programs include significant intercultural perspectives and prepare students to become lawyers, judges, scholars, and leaders in a diverse world.

	Objectives	Actions	Metrics/Benchmarks	Date	Who
(3)	**(continued)** **Support faculty to better integrate intercultural perspectives in the classroom and in pedagogical methods to foster equity and inclusion.**	Provide mini-grants and/or course release time for faculty to develop new courses or revise existing courses to incorporate diverse perspectives and/or equity and inclusion teaching methods	Number and amount of mini-grants and release time provided to faculty to develop diversity and inclusion curriculum Number of courses that incorporate equity and inclusion teaching methods	Fall 2022	Dean
		Provide students the opportunity to evaluate courses and faculty members on the effectiveness of their efforts	Student evaluations of teaching that relate to diversity and inclusion	Spring 2022	Dean

Diversity Action Plan

College or Vice-Chancellor Unit: Division of Finance and Administration

Guide to Sections:

- **Mission** *What is your college's/administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.*
- **Objectives:** *Under each goal, please provide objectives that summarize what the college or Vice Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.*
- **Actions:** *What concrete actions will you take to carry out the objectives? Be as specific as possible.*
- **Metrics/Benchmarks:** *How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. How will you measure progress?*
- **Date:** *What is the timeframe that you will implement each* ==action==*?*
- **Responsible Party(ies):** *Who is responsible for implementing each* ==action==*? Be as specific as possible here.*

Mission of the College or Vice Chancellor Unit:

The Division of Finance and Administration provides fiscal and infrastructural support to all working and learning environments across Knoxville campus. We promote a supportive climate for students, faculty, and staff. In full support of the university's mission, we empower our departments to build a diverse and inclusive community by raising awareness, cultivating collaborative partnerships, and encouraging dialogue.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Create a Diversity Working Group	• Convene a Finance and Administration Diversity Working Group to advise divisional leadership	• Group members identified • Invitations sent • Group meets in Q1 to discuss goals	March 1, 2021	Senior Vice Chancellor, Associate Vice Chancellors
Review results of 2021 Climate Survey	• Associate Vice Chancellor Lucal charges working group with reviewing survey data and making recommendations to divisional leadership • Divisional leadership reviews recommendations for potential implementation	• Survey data reviewed • List of recommendations for leadership review	• Survey data reviewed by June 30, 2021 • List of recommendations for leadership review by August 30, 2021	Diversity Working Group, Senior Vice Chancellor, Associate Vice Chancellors
Implement new staff annual review process to include a new DEI performance category. **HR initiative**	• Communicate rationale for new category • Provide education and discussion space for leaders and direct reports as they transition to this new category • Deliver workshops in partnership with OED about DEI as part of everyday work performance	• Large % of UTK staff creating quality DEI goals • Increased conversations between leaders and direct reports about DEI as part of everyday work • Increase on time/focus on DEI as part of everyday work	March 31 of each year	AVC for HR
Expand number of campus leaders practiced in inclusive leadership principles **HR initiative**	• Expand UTILA and Uconnect to year-long programs with slightly larger cohorts • Use capstone projects to enhance DEI on campus	• 30-50 new graduates each year • Completed capstone projects presented at graduation • Expended network of leaders on campus educated around inclusive leadership principles	All year programs	AVC HR, D & E, and Director of LOD
Create a More Inclusive Environment **(FS Initiative)**	• Sponsor social events that promote diversity among student employees and staff (perhapshaving a culture	• Knowledge learned from collecting feedback information through a	Ongoing	Led by all FS Directors

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		briefsurvey after the event		
Raise Awareness of the Importance of Diversity (FS) (FS Initiative)	• Hold sessions with focus groups or develop asurvey to assess the current climate and thoughts on diversity by current employees.	Develop survey and track number of responses and identify areas to be improved. Host sessions with focus groups and survey participants of the sessions. Results of these sessions will be used to develop a plan to raise awareness.	Ongoing	FS Directors

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase the number of staff position hires from historically underrepresented groups.	• Finance and Administration leadership to require STRIDE for Staff for anyone involved in searches	• Completion of STRIDE for all in Finance and Administration staff involved in searches • Compare number of diverse hires in Finance and Administration year to year	June 30, 2021 August 1 of each year	Senior Vice Chancellor, Associate Vice Chancellors

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

Increase number of minority applicants and hires (FS Initiative)	• Revise job descriptions to ensure there is no limiting or discriminatory language to attract awide range of qualified candidates. • Restructure questions asked during the interviewprocess that highlight the importance of diversityin our department	• Complete revised job descriptions • Improve quality of behavioral interviews.	Ongoing	FS Human Resources and Hiring committees
Analyze turnover (FS Initiative)	• Monitor turnover rates and include questions about diversity in exit interviews. • Review employee exit survey Interview	More favorable view of diversity from exit interview questions	Ongoing	FS Human Resources
Outreach (FS Initiative)	• Develop relationships with trade schools	Track number of diverse hires annually and the source of applicants	Ongoing	FS Human Resources and Training Team
Increase number of women in leadership positions (FS Initiative)	• Promote women into higher positions or searchoutside the department when hiring into those positions • Develop a culture within our department thatencourages women into leadership • Train staff to rise to those positions	Compare number of women in leadership positions from year toyear	Ongoing	FS Directors and FS Human Resources
Improve diversity within FS's management (FS Initiative)	• Promote hiring individuals or promote staff witha diverse background into leadership positions. • Train staff to rise to those positions	Compare number of diverse hires on an annual basis Increased training and track promotions of diverse staff	Ongoing	FS Human Resources and FS Employee Training and Development

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase connections between Finance and Administration and campus commissions in order to raise understanding of diversity issues	• All Finance and Administration Associate Vice Chancellors solicit participants for each commission • Rotate attendees annually to deepen Diversity and Inclusion knowledge in Finance and Administration • Each unit creates information sharing tool to distribute commission information	• List of Finance and Administration staff members who will attend commissions • Creation and dissemination of information sharing tool	Beginning February 2021 Distribution of information monthly	Associate Vice Chancellors
Increase minority owned business outreach and sourcing	• Partner with UT System Procurement Services team to actively participate in supplier diversity efforts including active membership in the Supplier Diversity Taskforce, development of partnerships with DBE's and information sharing about upcoming and existing opportunities.	• Monthly report of trended DBE spending	Monthly review of data to begin in January 2021	Associate Vice Chancellors
Increase community outreach, specifically related to under-represented groups on campus. (UTPD Initiative)	• Create community liaison programs for interested partners and campus communities. UTPD Liaisons include all Residence Halls, Multicultural Student Life, different religious organizations, Veterans, Athletics Department, and the Pride Center. UTPD provides outreach, training and support to these organizations.	• Provide wide coverage of liaison interactions that target a board spectrum of the campus community- but focus on under-represented campus populations or groups.	Completed, but continue to explore other groups who wish to participate or those we may have missed.	All sworn Police personnel were encouraged to participate and represent the department on one or more liaison programs.

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[2] People from various cultural, racial, and ethnic backgrounds.

Conduct effective bias training for police staff. <mark>**(UTPD Initiative)**</mark>	• Conduct effective bias training that impacts police and provides training on recognizing and avoiding bias in the workplace. The Law Enforcement Innovation Center (LEIC) was tasked with developing a certificate program to combat bias policing. LEIC partnered with the [Museum of Tolerance](#) in California to put together a 3-day certificate program. UT PD was the first agency in the state of Tennessee to host this program, with 20 of our staff participating. Eventually, we will certify our entire law enforcement staff.	• Obtain training from recognized leaders in this field and provide training to all or as many of our sworn (law enforcement) as possible.	First round of multi-day training started March of 2021.	All sworn (Police) personnel. Though the Police Department has long understood the need for bias training, and conducted some form of this training annually, we partnered this year with the UT Law Enforcement Innovation Center (LEIC).
Outreach (<mark>**FS Initiative**</mark>**)**	• Develop relationships with trade schools,which tend to have a diverse population. • Hold town-hall meetings to encourage dialogand foster continuing learning about campus diversity, respect, and inclusion.	Identify trade schools and makeconnections. Track applicant sources Host job fairs	Ongoing	FS Employee Training and Development

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

Diversity Action Plan

College of Education, Health, and Human Sciences

Guide to Sections:

- **Mission and Values:** *What is your college's/administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.*
- **Objectives:** *Under each goal, please provide objectives that summarize what the college or Vice Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.*
- **Actions:** *What concrete actions will you take to carry out the objectives? Be as specific as possible.*
- **Metrics/Benchmarks:** *How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. What tools / strategies will you use to measure progress?*
- **Date:** *What is the timeframe that you will implement each strategy?*
- **Responsible Party(ies):** *Who is responsible for implementing each strategy? Be as specific as possible here.*

Mission and Values of the College of Education, Health, and Humans Sciences:

The College of Education, Health, and Human Sciences (CEHHS) Office Diversity, Equity, and Inclusion (DEI) commits to make the college and campus community an inclusive environment for all students, faculty, staff, and administrators.

Our Vision: A culture where knowledge, education, health, and social justice are key contributors to promoting quality of life for all.

Our Mission: To develop, encourage, and prepare faculty, staff, and students who influence, improve, and inspire a healthy, educated, socially just, and vibrant society.

Our Work: Is guided by a commitment to diversity, equity, inclusion, access, culture, climate, and social justice.

Priority #1: Climate

Goal: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Assess college-level policies, procedures, and practices to ensure and promote equity.	Review college-level policies, procedures, and practices. Recommend revisions to policies, procedures, and practices to promote equity.	100% of policies, procedures, and practices reviewed.	10/01/2021 Review bi-annually after initial review	• Dean • Associate Deans • Director of Office of Advising & Student Services • Department Heads • DEI Advisory Board
Participate in campus-wide climate survey.	Report disaggregated results to college. Create additional actions (e.g., conduct focus groups; listening sessions) that address issues identified in the survey report.	50% faculty response rate. 50% staff response rate. 50% student (graduate and undergraduate) response rate.	Fall 2021	• Dean • DEI Director • DEI Advisory Board

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Offer every member of the college multiple opportunities to attend and engage in diversity, equity, and inclusion programs/events.	Encourage participation and attendance at DEI events. Identify strategies to motivate faculty, staff, and administration participation. Dean communicates monthly the importance of attendance. DEI Director communicates monthly opportunities for engagement (e.g., create newsletter). Create calendar for all DEI programs in college and provide link with university D & E calendar on college DEI website. Conduct post-program/event assessments/evaluations to assess quality, content, areas for improvement, and to identify additional topics for presentation.	25% of faculty attend one or more DEI-related events/programs/initiatives per academic year. 25% of staff attend one or more DEI-related events/programs/initiatives per academic year. 25% of students (graduate and undergraduate) attend one or more DEI-related events/programs/initiatives per academic year. 50% of attendees will complete surveys for events to measure effectiveness	Begin 8/15/2020	• Dean • EHHS Finance Director • DEI Director • College P/T Committee • EHHS Faculty Senate • DEI Advisory Board • Department Heads

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Incorporate substantive DEI content in annual CEHHS convocation and awards ceremonies; (e.g., plans and annual progress toward stronger commitments and activities to support CEHHS DEI goals).	DEI presentation (updates) at Convocation and Award Ceremonies. Establish awards to recognize DEI contributions. Post report on EHHS/DEI website. Presentation at College Advisory Board.	Annual increase in nominations of people for diversity awards.	9/2/2020 (annually) 04/2021 (annually) 01/01/2021	• Dean • DEI Director • DEI Advisory Board • CEHHS Faculty Senate (Awards Ceremony)
Starting Spring 2021, CEHHS selects one (DEI resource (e.g., film article, podcast, book, etc.) per academic semester focused on issues of equity and diversity that faculty and staff read and discuss during open forums.	Refer to UTK's recommended list and CEHHS DEI Resource Guide. DEI Director and the DEI Advisory Board select a book for college-wide reading.	25% of faculty and staff voluntarily read the book/s, attend and participate in small group discussions of the text. 25% of faculty and staff voluntarily attend a large forum on book talk. 10% annual increase in participation. 50% of participants complete a survey on the effectiveness of the book club	Meet once per semester beginning 01/2021	• Dean • DEI Director • Discussion Group Facilitators

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Establish a DEI Advisory Board representing the academic departments, units, and centers in the college, that will aid in supporting, monitoring, and administering the college's DAP.	Identify representatives from each academic unit and have Dean and DEI Director invite/appoint members to the DEI Advisory Board.	Confirmation of members appointed to the DEI Advisory Board.	Annually review and appoint members beginning 10/15/2020.	- DEI Director - Department Heads - Center and Unit Directors
Establish an CEHHS Student Advisory Board to advise the Dean/DEI Director on student-related issues.	Identify and invite students from academic departments, units, and centers in the college to serve on a Student Advisory Board.	Confirmation of members appointed to the Student Advisory Board.	1/31/2021	- DEI Director - Dean - Associate Deans - Development Director - Department Heads - Advising & Student Services Director

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Create a physical environment in all CEHHS buildings that reflects the College's commitment to DEI. Create a learning environment in all CEHHS programs, classes, and events that reflect the College's commitment to DEI.	Advocate for ADA automatic door opener in all bathrooms; Advocate for single stall bathroom signage to be gender inclusive and add stall doors to all bathroom stalls. Add additional signage, visuals, and language about diversity values in all EHHS buildings (e.g., electronic media/monitors). Install accessibility equipment in all buildings as needed (e.g., door-openers, restroom equipment). Provide access to interpreter and transcriber services (as needed/requested) during all CEHHS programs, classes, and events.	Audit replacement/installation of doors and signage.	8/1/2021	• Dean • DEI Director • DEI Advisory Board • Facilities Services

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Develop and nurture awareness and utilization of inclusive language and Universal Design for Learning (UDL) compliant formatting within public and internal facing college- and department-level printed and online by-laws, procedures, informational documents, promotional and recruitment materials for students, faculty, and staff.	Identify college-level public and internal facing materials that need to be updated to reflect inclusive language and images. Report number of documents revised. Create a basic UDL formatting guide/one-pager for all EHHS staff with contact info if any questions arise. Faculty and staff complete an UDL communications educational session.	100% of marketing materials follow UDL guidelines and are accessible through electronic and hardcopy media.	Online materials revised, updated, and/or created by 6/30/2021. Print materials revised, updated, and/or created by 1/8/2022. Basic UDL formatting guide/one-pager created by 1/1/2021	• Dean • Marketing & Communications Director • Staff • Department Heads • Center Directors • Program Coordinators • OIT UDL Specialist
CEHHS departments, units, and centers develop a Diversity Action Plan aligned with the CEHHS Diversity Action Plan.	Department, units, and centers develop Diversity Action Plan that promotes and sustains DEI.	100% of EHHS departments, units, and centers develop Diversity Action Plan. Department heads annual evaluations include implementation and outcomes of respective plans.	12/01/2021	• Dean • Department Heads • Faculty • Staff • Center/Unit Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
CEHHS faculty and staff complete STRIDE (or other appropriate) educational sessions as recommended.	All faculty and staff serving on a search committee complete STRIDE Levels 1 & 2 (or other appropriate) educational sessions as recommended. Assessed by department heads at time of annual review.	100% of faculty and staff complete STRIDE.	8/1/2021	• Dean • Department Heads • Supervisors • UTK Human Resources
Foster a sense of community among staff and faculty from underrepresented populations.	Create affinity group(s) among staff and faculty from underrepresented populations. Establish rules for engaging within an affinity group. Identify affinity group spaces for underrepresented people.	Establish five (5) affinity groups for underrepresented people. 50% of members of affinity groups complete annual survey on effectiveness	TBD	• Department Heads • Center/Unit Directors • Dean • DEI Director

Priority #2: Faculty/Staff Recruitment and Retention

Goal: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Identify, attract and retain a diverse faculty, staff, and administration. Note: Underrepresented includes but is not limited to ability, country of origin, ethnicity, gender, race, sexual orientation, etc.	Search committees must have a diverse pool of candidates for faculty, staff, and administrative positions. Achieve and maintain representation from underrepresented populations on staff. Advertise job opportunities in publications among organizations that focus on diverse populations. Ensure search committee demographics reflect the college's diversity. DEI Director or designee from the DEI Advisory Board represented on all search committees. Review salary inequities in EHHS and address salary discrepancies (e.g., UTK Fact Book).	At least one Person of Color/underrepresented person included in all finalist pools. In five years, salary inequities of all minoritized groups are erased, with 1/5 of the worst discrepancies resolved by 2021, the 2nd fifth by 2022, the 3rd fifth by 2022, the fourth fifth by 2024, and the final fifth by 2025, pending budget and finances.	7/1/2021 2020-2025	• All (Everyone in EHHS) • Search Committee Chair/Members • Dean • Budget Director • Department Heads

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Provide a positive experience for all candidates from underrepresented groups during campus visits and interviews that reflect both the reality and opportunities for accepting a position at UTK.	Create social opportunities for underrepresented candidates that help them meet faculty and staff from same racial, ethnic, and other identity groups. Create opportunities for all candidates to meet the DEI Director or DEI Advisory Board members.	50% of EHHS candidates complete a survey on their on- campus experience.	12/15/2021	• Search Committee Chair/Members • DEI Director • DEI Advisory Board • Dean
Develop a mentoring program that matches new employees with willing and culturally competent mentors.	Develop a mentoring training (education) with focus on best practices. Conduct interviews with mentors and mentees at the conclusion of each academic year and analyze data. Provide cultural competence training for mentors before, during, and after mentoring program.	50% of new faculty, staff, and administrators complete a survey (indicating a positive mentoring experience).	8/31/2021	• Dean • Department Heads • Mentor Council
Collaborate with UTK Office of Human Resources to create and administer an exit survey for all faculty, staff, and administrative positions.	Collect and analyze data to help retain faculty, staff, and administration from underrepresented populations. Analyze survey results to discuss and improve strategies for retention.	50% of EHHS faculty, staff, and administration leaving EHHS complete exit survey.	1/31/2021	• Department Heads • Direct Supervisor (administrative staff) • UTK Office of Human Resources

Priority #3: Student Recruitment and Retention

Goal: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Coordinate current and create new engagement and outreach initiatives for college access to launch a sustainable plan that identifies pathways to increase the number of students from underrepresented populations enrolled in CEHHS.	Identify high schools, community colleges, Historically Black Colleges & Universities (HBCUs) and Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs), Alaskan Native or Native Hawaiian Serving Institutions (ANNHIs) to recruit historically underrepresented undergraduate and graduate students within 6-hour driving distance. Establish partnerships at above identified schools. Invite and collaborate with health-science related departments to join efforts in developing relationships with these HBCUs, HSIs, TCUs, AANAPISIs, and ANNHIs. Establish budget for travel needed to recruit. Include actions specifically focused on undergraduate students. Identify pre-college initiatives taking place at local high schools and feeder high schools involved with Project GRAD Knoxville. Partner with organizations (e.g., PhD Project) to recruit underrepresented students.	3% increase in the number of students of color enrolled in EHHS. 5% increase in the number of students of color enrolled in EHHS. 10% increase in the number of students of color enrolled in EHHS.	08/2022 08/2023 08/2025	• Department Heads • Program Coordinators • Office of Advising & Student Services • Director of Finance • UTK Division of Diversity and Engagement

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase retention rates of Students of Color. Increase graduation rates of Students of Color.	Identify on-campus resources that support students with socialization and/or enculturation challenges and concerns. Invest in each student's success and sense of belonging. Identify on-campus resources that support students with socialization and/or enculturation challenges and concerns. Invest in each student's success and sense of belonging.	3% increase in retention rate for EHHS Students of Color. 3% increase in graduation rate for EHHS Students of Color.	09/2022 05/2026	• Department Heads • Program Coordinators • Office of Advising & Student Services • UTK Dean of Students • UTK Student Success • UTK Commissions • Coordinate with the Office of Institutional Research and Assessment and Center for Career Development and Academic Exploration

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Foster a sense of community for underrepresented students within the university and in the Knoxville community.	Assess current climate for students from underrepresented populations. Create an exit interview for all graduating students from underrepresented populations. Meet and greet faculty, leaders, and administrators who possess underrepresented identities. Create opportunities at the college and department levels. Develop a mentoring program for undergraduate and graduate students from historically underrepresented populations.	50% of the students who completed survey report that they feel a sense of community within EHHS. 50% of graduating students from underrepresented populations complete exit interview	11/15/2021 05/15/2022	• Department Heads • Program Coordinators • Office of Advising & Student Services • UTK Dean of Students • UTK Student Success • UTK Commissions • DEI Advisory Board
Provide scholarships/funding for underrepresented students.	Identify donors for funding. Identify opportunities for paid internships and co-op experiences. Create a resource guide for new and existing funding opportunities for students from underrepresented groups.	CEHHS will establish at least one new scholarship annually for underrepresented students. Two additional scholarship programs for underrepresented students will be established within five years.	Continuous beginning 08/31/2021 08/31/2025	• Dean • Development Director

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<mark>Provide staff, faculty, and graduate assistants with opportunities to participate in professional development that enhance their cultural competency and prepare them to work with global communities.</mark>	Implement DEI education for faculty, staff, and graduate assistants.[2] Track attendance of EHHS staff, faculty, and graduate assistants at UTK Division of Diversity and Engagement and college-sponsored professional development seminars related to DEI.	Minimum of 50% of EHHS faculty, staff, administrators, and graduate assistants complete cultural competency/educational sessions.	08/31/2021	• Department Heads • Program Coordinators • Office of Advising & Student Services • Dean • DEI Director

Priority #4: Community Engagement and Outreach

Goal: Develop and strengthen partnerships with diverse communities[3] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
In collaboration with the Associate Dean for Academic Affairs and Engagement establish a Community-Partner Advisory Board that will identify ways to engage community partners with college-wide initiatives.	Identify community partners and invite/appoint to the Community Advisory Board.	Confirmation of members appointed to the Community Advisory Board.	Annually review and appoint members beginning 01/31/2022	• Associate Dean for Academic Affairs and Engagement • DEI Director • Dean • Associate Deans • Development Director • DEI Director • Department Heads • Advising & Student Services Director
Hold fall and spring college open houses that highlight projects selected by each department.	Factsheet development and distribution. E.g., Tai Chi demonstration and other cross-cultural activities. Organize site and speaker for the evening wrap-up presentation or event to be live streamed and recorded for later viewing.	75% or more attendance of faculty and staff by each department. 100 community members attend the concluding event with a 20% increase with each subsequent event. 50% of attendees will complete a post-event survey to assess effectiveness. Focus group for select attendees with a mix of faculty, staff, and community members.	Fall Open House 10/2022 (coincide with Homecoming; annually) Annual Spring Open House initiated 03/2023	• Department Heads • Center Directors • Marketing & Communications Director • Community Advisory Board

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[3] People from various cultural, racial, and ethnic backgrounds.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase college-wide global partnerships by one partnership for a minimum of three partnerships by 2025.	Identify faculty with existing global partnerships. Collaborate with other UTK colleges to create new global partnerships for EHHS (e.g., Haslam Business College, Tickle Engineering, etc.).	2 annual publications in mainstream media, e.g., The Conversation. 1 or more global partnerships college-wide annually.	Annual increase reached by the end of the fiscal year (06/30), ending in 2025	• Associate Dean for Academic Affairs and Engagement

Priority #5: Curriculum

Goal: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
All departmental instructors will interpret and reflect on DEI perspectives in their own curriculum and instruction (self-work - e.g., personal biases, classroom power structures, etc.) for current courses instructed. (Self-knowledge development.)	Require education/professional development in departmental working groups; individual faculty work through the Inclusive Teaching Toolbox; individual syllabus review. All department instructors develop and demonstrate DEI skill sets and dispositions in C&I.	Minimum of 75% of all faculty annually use Inclusive Teaching Toolbox rubric to assess syllabi for a minimum of one current course taught.	08/31/2022	• Department Heads • UTK Human Resources • UTK Diversity and Engagement • Inclusive Teaching Taskforce
All departmental instructors will apply DEI skill sets and dispositions in their own curriculum and instruction. (Application).	Require education/professional development in departmental working groups; use Inclusive Teaching Toolbox and feedback from syllabus review to revise one course.	Minimum of 75% of all instructors will revise one course syllabus annually to reflect increased self-knowledge. 75% of faculty using the Inclusive Teaching Toolbox will have satisfactory scores on revised syllabi.	08/31/2023	• Department Heads • UTK Human Resources • UTK Diversity and Engagement • Inclusive Teaching Taskforce

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Departmental instructors will incorporate content related to diversity, equity, and inclusion to prepare students for work in a global community.	Include a domain on DEI perspectives and dispositions in teaching evaluations/student evaluations, and annual review (professional development goal).	Teaching evaluation; student evaluations; professional development goals in annual review. Minimum of 50% of all faculty will receive satisfactory or higher review on DEI perspectives for teaching evaluations and student evaluations.		• Department Heads • UTK Human Resources • UTK Diversity and Engagement • Inclusive Teaching Taskforce
Demonstrate explicit college-wide commitment to DEI in curriculum and instruction through an interdisciplinary lens.	Create a foundational, holistic DEI course for new EHHS undergraduate and graduate students to prepare them to work within a global community. Submit to CRC to review Students meet students and faculty from all departments during the new required course in effort to create opportunities for interdisciplinary collaboration/research.	All modules reviewed for content validity by a small group of content experts and students.	08/21/2023	• Department Heads • Associate Dean for Academic Affairs and Engagement • Program Coordinators

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Establish a college-wide community of practice (professional development collaborations) that works in tandem with individual departmental working groups. Purpose is to focus on making the curricula intercultural.	Require individual department faculty members to participate; rotate participation so everyone shares responsibility. Host a college-wide "share" day of practices/reflections/lessons learned/evolution.	25% of faculty from each department participate on a rotating basis. Faculty participation will vary annually and by group. Faculty participate in a minimum of two Lunch & Learns annually.	Initiated by 08/31/2022 (continuous) 09/01/2022 (in-person)	• Department Heads • Associate Dean for Academic Affairs and Engagement • Program Coordinators

Priority #6: Graduate Student Professional Development

Goal: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Establish graduate students as DEI stakeholders in the college.	Create a college graduate student advisory board with representatives from each department focused on DEI. Establish regularly scheduled virtual town halls focused on DEI issues for graduate students. Create a suggestions and questions box on the CEHHS DEI website for students to anonymously voice concerns or ask questions.	See Goal 1 Objective 7 Minimum of 2 town hall sessions scheduled each semester. EHHS DEI website completed with a section for graduate student input.	Fall 2021	• Graduate program directors
Enhance graduate students' understanding of sexual and gender diversity.	Create opportunities for Safe Zone educational sessions specific to EHHS.	Minimum of 75% of EHHS graduate assistants complete Safe Zone education Tier 1 and Tier 2 (Tier 3 when available).	04/30/2021	• DEI Director • Department Heads • Pride Center • Commission for LGBT People
Demonstrate an appreciation and understanding of interculturalism.	Work with UTK Office of Human Resources for Intercultural Development Inventory (IDI) education.	Minimum of 75% of graduate assistants complete IDI training.	04/30/2021	• DEI Director • Graduate School • Department Heads

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Gain a better understanding of diverse cultures and intersectionality.	Graduate student advisory board identify topics of interest related to diversity based on EHHS student polling. Host virtual lecture series with diverse speakers on topics of interest and stream on EHHS DEI social platform. Create opportunities for graduate research, fieldwork, and volunteering with diverse and intersectional populations.	Minimum of 3 social topics and 3 academic topics identified each semester by graduate student advisory board. 75% of completed lecture series exit surveys evaluate speakers as effective. 50% of graduate students participate in an experiential learning opportunity with a diverse population.	04/30/2022	• DEI Director • Marketing & Communications Director • Department Heads • Graduate Student Advisory Board
Provide professional development opportunities specific to the intersection of research and DEI concepts.	Host workshop that centers DEI research for graduate assistants. Provide resources on developing diverse curriculum and instructing diverse populations.	Offer at least two (2) professional development opportunities per academic semester based on graduate student advisory board recommendations. Minimum 50% of graduate research assistants participate in research workshop. During graduation exit survey, 50% of students will be confident in developing coursework and instructing classes.	04/30/2022	• Associate Dean for Research • Graduate Student Advisory Board

Diversity Action Plan

College or Vice-Chancellor Unit: ATHLETICS

Guide to Sections:

- **Mission** *What is your college's/administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.*
- **Objectives:** *Under each goal, please provide objectives that summarize what the college or Vice Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.*
- **Actions:** *What concrete actions will you take to carry out the objectives? Be as specific as possible.*
- **Metrics/Benchmarks:** *How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. How will you measure progress?*
- **Date:** *What is the timeframe that you will implement each action?*
- **Responsible Party(ies):** *Who is responsible for implementing each action? Be as specific as possible here.*

Mission of the College or Vice Chancellor Unit:

Tennessee Athletics Mission Statement

As we model the Volunteer Creed...

We take great pride in providing an unrivaled student-athlete experience.

We prepare student-athletes to graduate, lead and positively impact the world.

We strive for championships, competing intensely with integrity.

We value all people while enhancing our university, community and state.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Engage all University of Tennessee Athletics Department (UTAD) staff and student-athletes in creating and maintaining an environment of diversity, equity, and inclusion (DEI).	(1) Form an Inclusion, Diversity, & Equity in Athletics (IDEA) Council of staff and students-athletes "to aid in creating and implementing an action-based roadmap to inclusive excellence by fostering a culture of ownership, accountability, and evaluation as it relates to Inclusion, Diversity, and Equity within Tennessee Athletics." (2) Create forums through which student-athletes and staff can lean into, listen to, and learn from one another. (3) Utilize departmental, campus, and third-party constituents to promote DEI training and development for UTAD staff. (4) Develop a curriculum to equip all student-athletes and staff with educational resources on topics ranging from racial, gender, and sexual orientation inequity to activism, protest, and systemic oppression.	(1) Statistical documentation of council composition, meeting/activity frequency, and attendance. (2) Number of DEI-focused departmental and team-based dialogues. (3a) Resources and training for staff and students. (3b) Number of completed Intercultural Development Inventories (IDI), Brave & Bold Dialogues, and related educational resources. (4a) Dissemination frequency of educational materials via email, social media, and other communication channels. (4b) Quantitative and qualitative participant feedback from coaches, Student-Athlete Advisory Committee (SAAC), and IDEA Council members.	2020-21	Director of Athletics, Athletics Senior Staff, Faculty Athletics Representative (FAR), IDEA Council
Identify and eliminate barriers to staff development and student success.	(1) Collaborate with faculty and the Division of Diversity & Engagement to develop a climate survey to administer	(1a) Survey development and administration.	2021-22	Athletics Senior Staff, IDEA Council, Division of Diversity & Engagement

	to all UTAD student-athletes and staff. (2) Examine athletics images, and visual representations to ensure they celebrate DEI and align with the values of the UTAD.	(1b) Incorporate current events/issues into survey questions. (1c) IRB process and approval to conduct study and protect participant data and confidentiality. (1d) Survey response rate. (2) IDEA Council and committee evaluation of physical spaces and images, and recommend updates, as needed.		
Develop a comprehensive and responsive system of communication to engage all key stakeholders and external constituents as it relates to DEI issues.	(1) Use available channels to share information, promote events, and provide updates as it relates to DEI within the UTAD and across campus. (2) Seek the counsel of the Division of Diversity & Engagement to ensure alignment on sensitive and/or timely issues. (3) Develop a strategic communication and response team to address hate speech, threats, harassment, and unacceptable behavior directed toward student-athletes and staff.	(1) Interactions with content on IDEA Council landing page on UTSports.com. (2) Number of regularly scheduled DEI-focused meetings and collaborations. (3) Departmental statements and internal policies to condemn and/or mitigate/eliminate intolerable behavior.	2020-21	Athletics Senior Staff, IDEA Council, Athletics Media Relations

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase the number of staff from underrepresented populations in regular, full-time positions.	(1) Updated hiring and search protocols to ensure inclusivity and intentionality. (2) Establish minimum criteria related to the composition of search committees for all full-time staff positions. (3) Develop list of underrepresented population-focused job boards/forums. (4) Mitigate bias in hiring practices through training.	(1) Number of policies, protocols, and written materials updated to incorporate inclusive hiring practices. (2a) At least one IDEA Council member or staff member from an underrepresented population on all search committees. (2b) Incorporate students, as appropriate, in formal interview processes. (3a) Increase number of individuals from underrepresented populations in candidate pools to reflect student-athlete population. (3b) Inclusive language included in job postings. (4) Number of staff involved in UTK-based Strategies and Tactics for Recruiting to Improve Diversity and	2021-22 & annually	Athletics Human Resources, Athletics Senior Staff, Coaching Staff, IDEA Council

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

		Excellence (STRIDE) trainings to address unconscious bias in hiring.		
Retain greater numbers of staff from underrepresented populations annually.	(1) Formalize an inclusive orientation and on-boarding process for all new full-time staff. (2) Create a staff development program for middle managers and staff from underrepresented populations. (3) Incorporate "stay interviews" into the annual performance evaluation process for full-time staff. *Focus rests on proactively understanding and building upon why people stay at and recommit to UT each day.* (4) Implement "More About Me" lunch and learn program for staff from underrepresented populations. *Athletics Senior Staff monthly lunches with staff from underrepresented populations to learn more about one another, fellowship, and build meaningful relationships across the department.*	(1) Department-wide inclusive orientation and on-boarding checklist. (2a) Develop and execute plan to formalize program structure. (2b) Number of program participants. (3) Develop standard list of inclusive "stay" questions to be asked by supervisors during annual reviews. (4) Frequency of meetings and attendance tracking.	2021-22 & annually	Athletics Human Resources, Athletics Senior Staff, Coaching Staff, IDEA Council

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase number of student-athletes from underrepresented populations across and within all sports.	(1) Evaluate student-athlete recruiting and retention practices. (2) Track, disseminate, and discuss student-athlete demographic data amongst coaches and administrators. (3) Collaborate with Division of Enrollment Management to evaluate and inform campus-wide student recruitment and retention efforts.	(1) Annual comparison of student-athlete demographic data across and within sports, as well as that of the UT general student body. (2) Annual sport administrator and coach meetings to discuss demographic data within sport. (3) Annual comparison of student-athlete and general student population demographic data.	2021-22 & annually	Athletics Senior Staff, Coaching Staff, Division of Enrollment Management
Retain greater numbers of student-athletes from underrepresented populations annually.	(1) Incorporate "stay interviews" into annual coach evaluations of student-athletes. *Focus rests on proactively understanding and building upon why people stay at and recommit to UT each day.* (2) Create an inclusive mentorship program for student-athletes from underrepresented populations.	(1a) Develop standard list of inclusive "stay" questions to be asked in annual evaluations. (1b) Satisfactory feedback from annual evaluations. (2a) Develop and execute plan to formalize program structure. (2b) Number of program participants.	2021-22 & annually	Athletics Senior Staff, Coaching Staff
Formalize a Young Professional Program to on-board, develop, and place all graduate students in full-time Athletics positions.	(1) Draft framework of program. (2) Compile exhaustive list of all graduate assistantships and current occupants.	(1) Program proposal delivered to Athletics Senior Staff (2) Master list of all GA positions, current occupants,	2022-23	All Departments

| | (3) Establish curriculum, mentorship opportunities, and internal "job board" to leverage department-wide networks. | progression timelines, and placement data.

(3) Young Professional Program manual and intra-net portal. | | |
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Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Enhance voter education and registration efforts for student-athletes and staff.	(1) Develop voter education materials to discuss the "why" with all interested parties.

(2) Prepare informational materials regarding early voting, absentee ballots, and polling locations for local, state, and federal elections.

(3) Collaborate with MSL, Dean of Students, student organizations, and other campus partners and internal stakeholders to create, publicize and bolster engagement in workshops and informational sessions. | (1) Number of registered voters across student-athletes and staff populations.

(2) Creation of informational materials.

(3) Email and social media traffic, and the utilization of the campus-wide DEI listserv. | 2020-21 & annually | Thornton Center Staff, Athletics Media Relations, Division of Student Life |
| Continue to be national frontrunners in student-athlete leadership development and service and sport for social change. | (1) Effectively launch the sixth annual, two-cohort, VOLeaders Academy.

(2) Collaborate with campus partners to plan and execute a 10-day international exchange trip for 40+ | (1) Fall/Spring course instruction.

(2) 10-day international exchange trip.

(3) Bi-weekly Student-Athlete Advisory Committee (SAAC) | Ongoing | Thornton Center Staff |

[2] People from various cultural, racial, and ethnic backgrounds.

| | student-athletes each summer.

(3) Develop Knoxville and East Tennessee community-based initiatives within existing Student-Athlete Advisory Committee (SAAC) and individual sport teams. | meetings and related initiatives/activities. | | |

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
(1) Embed DEI topics into the curriculum of the student-athlete transition courses (COUN 212 & COUN 404) and required leadership development courses (ELPS 310 & ELPS 495).	(1) Evaluate, update, and inform course syllabi. (2) Survey enrollees to ensure course content remains timely, relevant, and responsive to current events.	(1) Annual review and updating of course syllabi. (2) Analysis of survey responses and feedback as it relates to ever-evolving intercultural perspectives.	Ongoing	Thornton Center Staff
Continue to be engaged partners in the development of the University's revised General Education curriculum (Vol Core).	(1) Schedule college and departmental meetings to discuss curricular plans and course offerings. (2) Review "Expanded Perspectives" and "Engaged Inquiries" course submissions to ensure all students are being exposed to human and cultural differences and the importance of engaged global citizenship.	(1) Number of meetings with Deans, Associate Deans, and advising units of each college. (2) Number of new and/or revised course offerings.	Ongoing	Office of the University Registrar, Office of the Provost, Academic Colleges, Thornton Center Staff

College or Vice-Chancellor Unit: **College of Social Work**

Guide to Sections:

- Mission What is your college's administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.
- Objectives: Under each goal, please provide objectives that summarize what the college or Vice-Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.
- Actions: What concrete actions will you take to carry out the objectives? Be as specific as possible.
- Metrics/Benchmarks: How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. How will you measure progress? **(B= benchmark activity completed; M=metric that can be measured)**
- Date: What is the timeframe that you will implement each action?
- Responsible Party(ies): Who is responsible for implementing each action? Be as specific as possible here.

The mission of the College or Vice-Chancellor Unit:

*Grounded in anti-racism and social justice as articulated by the Council on Social Work Education Educational Policies and Standards (*2022 draft*, *2015*) and the National Association of Social Workers (NASW) Code of Ethics (2019), we equip professional social workers with the skills needed to serve diverse and vulnerable populations. We build knowledge by conducting groundbreaking research that focuses on solving social problems. We engage with our communities through meaningful service (CSWE-EPAS, 2022 - under review; NASW, Code of Ethics, 2019).*

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1.A. Per the Council on Social Work Education Educational Policies and Standards (2022 draft, 2015) and NASW Code of Ethics (2019), we will demonstrate an ongoing commitment to fighting anti-Black racism and pursuing social justice.	1.A.1. Create and publish official anti-racism and social justice statement on the college website, and notify CSW stakeholders.	1.A.1a. Finalized anti-racism and social justice statement endorsed by stakeholders. (B)	May 2021	Dean, ADEI, CEI, Faculty
		1.A.1.b. Anti-racism and social justice statement emailed to CSW stakeholders. (B)	June 2021	Dean, Outreach & Engagement
	1.A.2. Revise CSW mission, values, and vision statement based on input from CSW Stakeholders.	1.A.2a. Finalized mission, vision, and values statement approved by faculty. (B)	June 2021	Dean, Faculty, Administrators, External Consultant
	1.A.3. Administer culture/climate survey	1.A.2.b. Improved faculty, staff, student trust scores obtained on re-administration of culture/climate survey. (M)	June 2021	ADEI, Committee for Equity & Inclusion (CEI), and Faculty
1.B. Commit financial resources toward equity and inclusion.	1.B.Establish administrative position responsible for diversity, equity, and inclusion.	1.B.1. Individual appointed to fill the role of Associate Dean for Equity and Inclusion has assumed this role. (B)	July 2020	Dean
	1.B.2. Identify and secure resources to implement DAP.	1.B.2. Recurring budget funds allocated for E&I work and DAP activities. (B)	October 2020, review in June 2021 for next fiscal year	Dean, Dir Budget/Fin/Op
	1.B.3. Seek one-time and recurring funding to continue SJII	1.B.3a. Targeted solicitations completed. (B) 1.B.3b. Outreach to 2 major donors completed. (B) 1.B.3.c. Funds raised (M)	June 2021 June 2022 June 2022	Dean, Sr. Development Dir Dean, Sr. Development Dir Dean, Sr. Development Dir
	1.B.4. Develop 2-3 scholarships to support students planning to do work	1.B.4.a. Outreach to 5 major donors for this funding. (B) 1.B.4.b. Creation of 2-3 new scholarships. (B)	June 2022	Dean, Sr. Development Dir

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	promoting social justice and anti-racism.		June 2022	Dean, Sr. Development Dir
1.C. Create and maintain open communication with and support for BIMPoC students and student organizations.	1.C.1. Establish a process for collecting and sharing feedback from CSW stakeholders.	1.C.1.a. Annual summary of feedback compiled and shared with faculty, staff, students, and CSW stakeholders. (B)	Spring 2021	Dean, ADEI, ADAA, Program Directors, & CEI
		1.C.1.b. Increased student ratings for trust 3, respect 2, inclusion 1 & 2, and appreciation 3 on the survey. (M)	Spring 2021	ADEI, CEI
	1.C.2. Develop/implement 6-8 events extracurricular events a year; based on feedback from students, students organizations that focus on anti-racism, social justice, etc.	1.C.2.a Successfully offer 6-8 events (B)	2020-2021 academic year	ADEI, CEI
		1.C.2.b. Tracking numbers of anti-racism/social justice events and attendees hosted by the CSW (M).	2020-2021 academic year	ADEI, CEI
	1.C.3. Create Canvas site for Equity, & Inclusion resources.	1.C.3a. Launched site. (B)	Spring 2021	ADEI
		1.C.3b. Tracked numbers of visits. (M)	Spring 2021	
	1.C.4. Expand DSAC meetings to include BIMPoC and other diverse groups and discussion of issues of equity and inclusion	1.C.4a. Have brought CBSW and LGBTQ+ student groups to the table 6 times. (B)	2020-2021 academic year	Dean, Student Advisors, ADEI, Student reps
		1.C.4b. Have brought ADEI to a meeting once a semester. (B)	2020-2021 academic year	Dean, Student Advisors, ADEI, Student reps
1.D. Create and maintain a physical space that reflects diversity/equity and inclusion.	1.D.1. Develop/implement a process to publicly highlight the CSW diversity and excellence for CSW stakeholders.	1.D.1a.Successfully displayed information on electronic monitors centrally located throughout the CSW building. (B)	Weekly/Monthly, ongoing	ADEI, Outreach & Engagement
		1.D.1b.Will have **submitted**	Monthly, ongoing	

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
		1-2 articles/month to UT media outlets. (B) 1.D.1c.Will have spotlighted 1-2 DEI efforts/month using social media. (B)	Monthly, ongoing	ADEI, Outreach & Engagement for all ADEI, Outreach & Engagement for all

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice-chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
2.A. Address barriers related to recruitment of BIMPoC faculty/staff.	2.A.1. Identify barriers and best practices for conducting open searches.	2.A.1a. Will have reviewed search data from the last 3 years for diversity. (B)	Spring 2021	Dean, ADEI, Staff support
	2.A.2. Design/implement search procedures, training, and practices that will facilitate a more diverse pool of candidates.	2.A.2a. Will have successfully developed training. (B) 2.A.2b. Will have implemented training with faculty/staff/search committee. (B) 2.A.2c. Will have expanded strategies for advertising targeting BIMPoC faculty ~~implemented.~~ (B)	Fall 2021 Fall 2021 Fall 2020	Dean, ADEI, Staff support Dean, ADEI, Staff support Outreach & Engagement
	2.A.3. Review website and other materials job candidates might review.	2.A.3a. Will have an updated website and materials for fall searches. (B) 2.A.3b. Will have systematically reviewed/updated website, social media accounts, etc. (B)	Fall 2020 Annually in Summers	As above Outreach & Engagement
	2.A.4. Establish procedures that hold search committees and accountable for their procedures and their outcomes.	2.A.4a. Second round interviews of candidates will include at least 2 BIMPoC scholars. (M) 2.A.4b. There will have been a 20% increase in representation of BIMPoC faculty and administrators in 3 years. (M) 2.A.4.c. Will have implemented an explanation of recruitment and engagement of BIMPoC scholars. (B)	Fall 2021 Spring 2021 Summer 2023	Dean, Search Committee Dean, ADEI, Search Committee Dean, ADEI, Search Committee, Faculty

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[1] The term BIMPoC stands for 'Black, Indigenous, Multiracial, People of Color,' it is meant to unite all people of color in the work for liberation while intentionally acknowledging that not all people of color face the same levels of injustice. Diverse means differences along the dimensions of race, ethnicity, gender, gender expression, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	2.A.5. Implement debrief for all searches at the end of the search process.	2.A.5a. Will have critically reviewed processes. Will have publicly praised and recognized faculty who succeeded in increasing the diversity and excellence in their faculty. Will also have described the ways they accomplished this achievement to encourage others. (B)	Summer 2023	Dean, Search Committee, Faculty
	2.A.6. Provide funding for travel for applicants or faculty that may be needed to increase diversity.	2.A.6a. Will have succeeded in obtaining increased funding for applicants to visit the campus. (B) 2.A.6b. Will have increased resources for the faculty for committee. (B)	Fall 2020 Spring 2021	Dean Dean & ADEI
2.B. Address barriers that impact retention of a diverse faculty/staff.	2.B.1. Develop and implement a process to identify barriers that impact retention of BIMPoC faculty/staff/administrators.	2.B.1 Will have collected/analyzed data from former and current BIMPoC faculty/staff/administrators. (B)	Spring 2021	Dean, ADEI, Outreach & Engagement
	2.B. 2. Identify areas of improvement for policy and procedures related to workload equity and invisible labor.	2.B.2. Will have completed update of policies and implemented best practices for equitable distribution of faculty workload. (B)	Spring 2021	ADEI, Faculty Governance Committee, Faculty
	2.B. 3. Review Retention, Promotion and, Tenure procedures for equity and inclusion.	2.B.3. Will implement best practices for equitable and inclusive RPT policies and procedures. (B)	Spring 2021	
	2.B.4. Review other key policies and practices to gauge baseline state of equity and inclusion for BIMPoC and diverse faculty/staff/administrators.	2.B. 4a. Will have identified gaps through exit surveys. (B) 2.B. 4b. Will have updated policies and procedures. (B)	Spring 2021 and bi-annually Fall 2021 and bi-annually	ADEI, Faculty Governance Committee, Faculty
	2.B.5. Evaluate faculty/staff's sense of belonging and support.	2.B.5. Improved faculty and staff scores on inclusion 1 and 2, equity 1-3, and appreciation 1 and 3, obtained on re-administration of internal culture/climate survey. (M)	June 2021	ADEI, CEI

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
2.C. Promote access, inclusion and diversity for the provision of outstanding work products.	2.C.1. Develop an internal process to track faculty/staff attrition	2.C.1a. Will have collected/analyzed data of faculty/staff attrition rates. (B) 2.C.1b. Will have implemented best practices to decrease attrition rates of BIMPoC and other minoritized faculty/staff. (B)	Annually, starting Dec 2020	Dir Budget/Fin/Op, Dean, ADEI
	2.C.2. When applicable allow faculty/staff to choose their method and schedule for working.	2.C.2.a. Creation of new policies related to work schedule and method. (B) 2.C.2.b. Responses obtained on re-administration of climate survey will show improved faculty/staff responses regarding equity 1&2. (M)	Dec 2020 June 2021	Dir Budget/Fin/Op, FGC, Supervisors, ADEI, CEI
	2.C.3. Review and address salary inequities.	2.C.3. 90% of faculty/staff salaries are within 10% of salaries of other faculty/staff relative to other faculty/staff in comparable roles, with negligible differences by race/ethnicity/gender/SOGIE/disability or other protected status. (M)	June 2021	Dir Budget/Fin/Op, Dean
	2.C.4. Recognize faculty/staff work with awards, funding, and other recognition.	2.C.5 A minimum of 5 new awards will have been developed and awarded for outstanding performance. (B) 2C5b. Information about these accomplishments will have been shared in public venues. (B)	Annually, starting Aug 2021 May 2021	Senior Leadership Team or subcmte Outreach & Engagement
	2.C.6. Improve transparency and accountability for annual faculty/staff review processes.	2.C.6a Will have piloted clearer annual faculty review processes (B). 2.C.6b. Will have used feedback from staff to strengthen staff review processes. (B) 2.C.6.c. Faculty and staff scores on Equity 3 improve.	Oct 2020 October 2021 June 2021	Dean, FGC, faculty Dir Budget/Fin/Op, Staff ADEI, CEI
	2.C.7. Ensure there is diverse, effective, and accountable leadership.	2.C.7a. Will have implemented 360 degree evaluations that includes questions about	March 2021	Dean

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
		equity and anti-racism for all leaders on a 3-year basis.(B) 2.C.7.b. 85% positive responses on 360-degree evaluation of administrators. (M) 2.C.7.c. Will have developed and implemented processes and procedures that help insure internal and external hires for administrators include assessment of knowledge and skills related to anti-racism and equity issues. (B)	May 2021 and ongoing May 2021	Dean ADEI, Dean, FGC

Goal 3: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
3.A. Promote access, inclusion and diversity in student recruitment	3.A.1. Develop and implement a process to identify barriers that impact the recruitment/retention of diverse and BIMPoC students	1a.I will have collected/ analyzed data from former and current BIMPoC/diverse students (collected by SWORPS). (B) 1b.Will have reviewed data from applicants and those who went elsewhere. (B)	2021 Fall 2020	Dean, Program Directors, Outreach & Engagement Enrollment specialist, ADEI, ADAA
	3.A.2. Draft and implement a strategic recruiting strategy that will develop a pipeline to serve an increasing number of BIMPoC/Diverse students.	3.A.2. Will have created and implemented a strategic plan for recruitment for each program. (B)	Summer 2021	Dean, ADEI, Program Directors, Outreach & Engagement
	3.A.3. Develop specific outreach to HBCUs, HSIs, and Indigenous universities	3.A.3. Will have increased number of BIMPoC students who complete degrees by 10%. (M)	Summer 2021	Dean, ADEI, Program Directors, Outreach & Engagement

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
3.B. Review admissions policies and procedures.	3.B.1. Investigate best practices for holistic and inclusive admission processes. 3.B.2. Interview former/current applicants. 3.B.3. Collect/analyze information to improve application and admission process.	3.B.1-3 Will have collated info on best practices shared with program directors. (B)	Summer 2021	Dean, ADAA, ADEI, Program Directors, Faculty, Admissions Committees
	3.B.4. Implement new admission process.	3.B.4 Will have 10% increase in numbers of BIMPoC/diverse applicants in each program. (M)	Summer 2022	Outreach & Engagement, Admissions Committees
3.C. Identify and address financial hardships for diverse/BIMPoC students.	3.C.1. Do assessment of BIMPoC student need.	3.C.1. Have done assessment of financial needs of diverse/BIMPoC students and applicants. (B) 3.C.1.a. Will have developed new award procedures that recognize need and are inclusive. (B) 3.C.1.b. Will have conducted regular assessment of financial aid awards by gender, race, ethnicity, and financial need. (B) 3.C.1.c. Will have diverse/BIMPoC students equitably represented amongst scholarship recipients. (M)	December 2021 February 2021 for all	Dean, Enrollment Coordinator, Program Directors Program Directors, ADEI, ADAA, Enrollment Coordinator for all

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
3.D. Identify obstacles to inclusive student success.	3.D.1. Review previous culture/climate UT and CSW equity and Inclusion surveys and identified training and best practices to improve student success.	3.D.1. Will have reviewed findings and identified 2 new strategies to address issues/needs. (B)	Summer 2020	Dean's Office, ADAA, ADEI, Program Directors, CEI
	3.D.2. Refine and implement new culture/climate survey.	3.D.2. Will have implemented survey, collected and analyzed data. (B)	Spring 2021	Dean's Office, ADAA, ADEI, Program Directors, CEI
	3.D.3. Identify patterns for those who don't successfully graduate.	3.D.3. Will have reviewed attrition data for prior three years looking for patterns for gender, race, culture, etc. (B)	Summer 2021	Enrollment Management, ADAA, ADEI
	3.D.4. Develop process to obtain and share annual data about the rate of Ph.D./DSW attainment and job placements for women, BIMPoC, and minorities in CSW.	3.D.4. Will have reviewed graduation data and placement for DSW and PhD programs. (B)	Spring 2021	PhD & DSW Program Directors
3.E. Promote access, inclusion and diversity for the provision of outstanding education.	3.E.1. Explore different course instruction modalities to increase student access.	3.E.1a. Will have increased number of BIMPoC students by 10% across programs. 3.E.1b. Will have increased numbers of high financial	Spring 2022	Dean, ADAA, PhD Program Director, PhD Program Committee

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
		need students by 10% across programs.		
	3.E.2. Institute a "meet and greet" incoming BIMPoC/Diverse students in fall of each academic year to build social networks and support.	3.E.2a. Will have increased the numbers of diverse/BIMPoC students who attended the meet and greets by 10%. 3.E. 2b. Will have increased numbers of diverse/BIMPoC students who completed degrees. (M)	Fall 2022 Spring 2021	Outreach & Engagement, Director of Alumni Affairs, Program Directors, ADEI, ADAA Program Directors, ADEI, ADAA
	3.E.3.Review curriculum to identify PhD courses that can be offered online or remote/virtual synchronous participation.	3.E. 3. Will have identified 2 courses available for online delivery. (M)	 June 2021	PhD Director and PhD Program Committee, ADAA
	3.E.4. Implement new programs/trainings (e.g., Critical Conversations Faculty Development Series and Pedagogy & Diversity Training).	3.E. 4. Will have seen 10% increase in student perception of faculty preparedness to address BIMPoC student issues in classroom on CSW climate survey.(M)	Summer 2022	ADEI, Faculty
	3.E. 5. Establish mentoring program for BIMPoC students and conduct assessment of effectiveness.	3.E. 5a. Will have successfully worked with diverse/BIMPoC students' organizations and alumni to increase mentoring for students. As a result 10% of diverse/BIMPoC students in student orgs who request mentors will have mentors. (M) 3.E. 5b. Will have conducted annual assessment of mentoring experiences. (B)		Program Directors, Student Org Advisors, **Director of Alumni Affairs, LGBTQ+** Alumni Association

Goal 4: Develop and strengthen partnerships with diverse communities in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
4.A. Increase partnerships with BIMPoC-serving community agencies to increase research collaborations.	4.A.1. Identify regional agencies that serve BIMPoC/diverse populations.	4.A.1. Will have successfully compiled a list of at least 75 agencies in Knox County and Nashville metro areas with contact info to make available to students and faculty. (B)	Spring 2021	Dean, ADR, Outreach & Engagement, Program Directors, Field Director
	4.A. 2. Identify funds to support grants for students, faculty and staff members who want to test original ideas and/or develop sustainable research activities and projects for the enrichment of diversity and inclusion.	4.A. 2. Will have Identified/applied for/secured funding to support 2-3 new community-engaged research projects. (M)	Spring 2021 and annually	Dean, Faculty, ADR
	4.A. 3. Create opportunities for faculty-to-BIMPoC practitioner exchanges and partnerships	4.A. 3. Will have established 2-3 partnership exchanges. (M)	Spring 2022 and annually	Outreach & Engagement, ADR (support from Field Office)
	4.A. 4. Create opportunities for doctoral students to partner with BIMPoC-serving community partners on agency-oriented research.	4.A. 4. Will have established 2-3 partnership exchanges. (M)	Spring 2022 and annually	Outreach & Engagement, ADR, PhD and DSW Program Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
4.B. Increase diverse field education opportunities.	4.B.1. Develop new agency partnerships to serve field placements with organizations focused on diverse communities	4.B.1. Will have recruited 10 new field placements serving BIMPoC communities. (M)	Spring 2021	Director of Field Education, Field Coordinators, Field Specialist, **Director of International Education**
	4.B.2. Establish an international field placement site	4.B.2. Will have successfully developed one new global partnership annually. (M)	Summer 2022	As above and faculty
4.C. Increase student participation in faculty led study abroad programs.	4.C.1. Identify barriers that impact student access and utilization of faculty led study abroad programs.	4.C.1. Will have collected/analyzed data from current/former study abroad student participants. (B)	Spring 2022	Director of International Education
	4.C. 2. Identify/develop resources to support students.	4.C. 2. Will have succeeded in providing 2 stipends to students with high financial need. (M)	Summer 2022	Dean, Sr. Development Dir, Director of International Education

Goal 5: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
5.A. Identify ways to integrate anti-racism and social justice content into the curricula	5.A.1. Develop undergraduate Social Justice Minor	5.A. 1.a. The SJM will have been approved by curriculum committee and implemented. 5.A.1.b. 25 UG students will have completed the minor. (M)	Fall 2021 Summer 2023	ADAA, ADEI, BSW Program Director BSW Program Director
	5.A.2. Adopt and integrate theoretical frameworks (e.g., womanist, social constructionist, and critical race theory) into relevant courses in BSSW, MSSW, PhD, and DSW programs.	5.A. 2.a. Course descriptions, competencies and assignments will have been integrated with social justice content at every level. (B) 5.A.2.b. Students at every level will be assessed on their	MSSW Gen. Fall 2021 MSSW Conc. Fall 2022 BSSW Fall 2022 DSW Fall 2022 PhD Spring 2023 Assessment begins one year after curriculum is updated.	Program Committees, Program Directors, Project 2020 committees

		critical consciousness related to anti-racism and social justice, with 90% rating 4 or above on 5 point scale. (M)		Program Committees, Program Directors, Project 2020 committees
5.B. Maintain emphasis intercultural perspectives	5.B.1. Develop process for systematic review of course syllabi to ensure continuity of intercultural perspectives in all CSW programs. This process will involve faculty; students who are members of program committees and who have shared planned methodology with students in student organizations and returned student feedback to program committees; as well as community members who are involved in field instruction.	5.B.1. Will have developed plan for reviewing course syllabi and submitted plan to program committees; program committees will have reviewed and approved plan; and program committees will be actively using this plan to review course syllabi.	May 2022	ADAA, ADEI, Program Directors, Program Committees.

Goal 6: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
6.A. Increase graduate student involvement in CSW anti-racism initiatives.	6.A.1. Students will be invited and encouraged to attend and participate in the CSW anti-racism events.	6.A.1a. 25-30 MSSW students and 5 doctoral students will have attended CSW anti-racism events in one year as documented in attendance records. (M)	Spring 2021	ADEI, Graduate Program Directors, Student Org reps and mentors
	6.A.2. Graduate students will engage with anti-racism initiatives as representatives on the Committee on Equity and Inclusion and the Dean's Student Advisory Committee,	6.A.2. Will have had student attendance and made contributions to CEI, DSAC, and other program committees as documented by attendance roles and meeting minutes.(B)	Ongoing	Dean, ADEI, CEI, Graduate Program Directors, Student Org reps and mentors

	as well as other program and student organizations. 6.A.3. PhD students will be encouraged by dissertation committee members to include DEI components in their dissertation research.	6.A.3. DEI components of dissertations will be identified and catalogued by Director of Ph.D. Program.	Ongoing	Ph.D. program Director, Dissertation Committee
6.B. Increase the number of paid graduate assistantships, especially for students who want to engage in DEI work.	6.B.1. Identify funding to support additional graduate assistantships for students who want to engage in DEI work.	6.B.1a. Will have secured funding for two additional graduate assistantships focused on DEI work. (M) 6.B.1b. Will have allocated these students to faculty or administrators working on DEI in the College, research, or community. (B)	Fall 2022	Dean, ADEI, & Sr. Development Dir Graduate Program Directors
6.C. Emphasize inclusive teaching pedagogy in all courses and activities to prepare graduate students as teachers.	6.C.1. Investigate best practices for inclusive teaching. 6.C.2. Review and revise course syllabi to ensure inclusive teaching content. 6.C.3. Expand access to this course to DSW students, and consider enrolling advanced MSW students.	6.C.1a. Will have created resource file on best practices for inclusive teaching. (B) 6.C.2a. Will have revised SOWK 675 syllabus to enhance content on inclusive teaching. (B) 6.C.3a. Will have increased number of doctoral students trained in inclusive pedagogy by 20% (M) 6.C.3.b. Will assess student preparation to use inclusive pedagogy in pedagogy course, with 85% of students scoring in acceptable range. (M)	Summer 2021 Spring 2022 Summer 2023 Summer 2023	ADAA, PhD Program Director, PhD Program Committee, ADEI Pedagogy Course instructor, PhD Director, ADEI Graduate Program Directors Pedagogy Course instructors, ADEI

Diversity Action Plan
Commitment to Diversity and Inclusion

Presented by: Clarence L. Vaughn III
Director, Office of Diversity and Community Relations
Haslam College of Business, University of Tennessee

HASLAM COLLEGE OF BUSINESS MISSION STATEMENT

We are a community serving the citizens and businesses of Tennessee and beyond. We support learning by creating, sharing, and applying knowledge. We succeed when our work, and that of our students and partners, generates nationally and internationally recognized outcomes that improve the world

CORE VALUES

INTEGRITY

Integrity is essential to our community. Integrity is supported by openness, communication, accountability, professionalism and the courage to live our values.

INCLUSION

We value diversity in its many forms and recognize that constructive debate makes us better. Inclusion and respect for all makes our community stronger.

INSIGHT

We value the creation and sharing of knowledge. Support for learning and enhancing understanding is central to all that we do.

IMPACT

We are committed to excellence, enduring influence, relevance and creativity. We want to make a positive difference through our ideas and actions.

https://haslam.utk.edu/about

KEY METRICS IN RELATION TO DIVERSITY AND INCLUSION

RECRUITMENT
A concentration placed on providing a welcoming, transparent, and culturally aware climate for current and prospective students in the undergraduate and graduate programs.

RETENTION
Ensure that programming and resources are directed towards student success, with an emphasis placed on high priority students who serve as representatives from historically marginalized and underrepresented communities

EDUCATION
An emphasis placed on cultural competency, diversity, and community relations amongst student population in onboarding and matriculation, with an intention to enhance interpersonal skills

PLACEMENT
Providing a conclusive learning environment centered on equity, diversity, and inclusion to heighten students' ability to serve as leaders in the workforce

https://haslam.utk.edu/about

DIVERSITY ACTION PLAN
OUTLINED GOALS
Goals and Areas of Focus related to Diversity Initiatives

Goal #1

Building Environment

Create and sustain a welcoming, supportive and inclusive campus climate

Goal #2

Faculty & Staff Diversity Expansion and Retention

Attract and retain greater numbers of individuals from historically underrepresented populations into faculty, staff, and administrative positions

Goal #3

Student Diversity Expansion and Retention

Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international regions

Goal #4

Fostering Partnerships

Develop and strengthen partnerships with diverse communities in Tennessee and globally

Goal #5

Curricular Development

Ensure that curricular requirements include significant intercultural perspectives

Goal #6

Graduate Student Development

Prepare graduate students to become teachers and researchers in a diverse world

Building Environment

Goal #1: Create and sustain a welcoming, supportive, and inclusive campus climate

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Build and evolve an environment that supports all student, staff and faculty populations, including underrepresented, minoritized and marginalized members of these populations.	1. Emphasize the importance of inclusion, diversity, equity and accountability as college values in all orientation sessions and onboarding.	100% inclusion of core values and diversity initiatives in all faculty, staff and student orientation, onboarding and welcome sessions	Annually	HCB Dean in collaboration with Associate Deans/ HCB college and department leadership, unit and academic program directors
	2. Conduct an organizational climate survey to assess diversity, equity, and inclusion efforts	Completed on a bi-annual basis in which assessment of survey content is addressed and documented	Fall 2021	ODCR Director/HCB Undergraduate Studies and Student Affairs/Graduate Programs/HCB department leadership
	3. Create and hold a bi-annual HCB D&I Summit focused on "belonging" within the college: to identify what we are doing well and explore ways to deepen our commitment.	Participation level; Encourage participation of HCB Faculty and Staff members along with selection of a Planning Committee. Inclusion of a post summit participant survey; assessment of follow up agenda items, results, and sessions.	Fall 2021	Joint effort of ODCR Director, College Deans' Group, and assigned Planning Committee
	4. Actively monitor college D&I environment. Proactive, timely, measured responses to any observed breeches in behavior/action not consistent with college values	Document and record reported breeches in behavior/action inconsistent with college values; provide an annual report documenting such actions along with complaint types and responses; provide access to report actions and behaviors via HCB and ODCR website or within the ODCR office	Annually	ODCR Director in collaboration with College Dean's Group, Department Heads, and unit leadership
	5. Create and hold safety series outlining practices related to college safety awareness related to civil and social justice, and relatable topics	Track attendance along with recording of discussed subjects and best practices shared	Fall 2021	ODCR Director, Undergraduate Programs (HUB), Student Engagement and Success Director, along with appropriate organizational program leadership
	6. Continue to create and support events highlighting our various affinity groups (e.g., Veterans, Women in Business, Lunch and Learns, Diversity Speaker Series, Takeoff).	Track attendance and seek constructive feedback through surveys (100% of events) and program content review; adjust content and program mix based on feedback received.	Annually	ODCR, in collaboration with appropriate academic/organizational program leadership, when applicable.

Faculty & Staff Diversity Expansion and Retention

Goal #2: Attract and retain greater number of individuals from historically underrepresented populations into faculty, staff, and administrative positions

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Expand the number of individuals from under-represented populations in faculty, staff, and administrative positions.	1. Launch a targeted college level "Future Faculty" program to host late-stage diverse doctoral students along with select Master Degree students showing scholarly promise.	Specialized cohort of doctoral candidates, and Master Degree students with scholarly promise focused on seeking a Non-Tenured or Tenured Track faculty career path. Invite up to 5 PhD students and 2 Master Degree students to participate per year	Fall 2021	Coordinated by Assoc. Dean for Research and Faculty with active departmental involvement, ODCR Director, and assigned Planning Committee
	2. Engagement with ODCR on faculty and staff search committees along with consideration of target searches	Track and document rubric and evaluation tools used in examining candidate ranking along with number of diverse candidates	Annually	ODCR Director, Associate Dean for Research and Faculty, Department Heads, Unit Heads
	3. Proactive identification, recruitment, and retention of individuals from under-represented populations into staff, and admin positions	Active tracking of number of diverse candidates in candidate pool, interview pool, finalists and of number hired. Retain existing information on diverse faculty and staff departures along with accessing decision for parting	Annually	ODCR Director, Department Heads and assigned search committee chairpersons
Retain under-represented groups through career advancement mentoring opportunities for all staff, and administration, especially those in under-represented groups.	1. Assign mentor for diversity hires both faculty and staff by pairing them with peer and senior faculty and staff	Track the percentage of diverse staff who have an assigned mentor along with tracking progression (goal = 100%)	Annually	ODCR Director and College Dean's Group
	2. Assign and establish coaches to serve as support for mentors through providing of training and guidance to ensure that set goals and objectives are met	Track progression and set metrics related to mentee and mentor professional development and career goals	Annually	ODCR Director and College Dean's Group
	3. Promote availability of professional development funds for staff to attend conferences, workshops and seminars.	Track number, nature of projects, results and amount of funds awarded. Staff receiving support to hold a debrief with interested fellow staff.	Annually	ODCR Director, HCB Diversity Council

Student Diversity Expansion and Retention

Goal #3: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international areas

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Expand the proportion of under-represented students in HCB student body through enrollment and awareness of scholarship opportunities	1. Garner partnerships through systematic visitations to HBCUs in North Carolina and Tennessee	Conduct a minimum of 4 purposed visits to include recruitment efforts, partnerships, and advance degree informational sessions per academic year	Annually	ODCR/Associate Dean of Undergraduate Studies and Student Affairs, Full-Time MBA Director of Admissions, Graduate Programs Executive Director
	2. Continue to expand visits to flagship high schools to recruit historically underrepresented students	Tracking results via LinkedIn and Google Analytics along with other Social Media platforms and website management tools	Annually	ODCR Director; ODCR Coordinator of Outreach and Pre-Collegiate Activities
	3. Continue to provide pre-collegiate resources through establishing scholarship opportunities for BETS program completers	Track and document retention rates related to applications, admission, and enrollment of BETS program completers (goal= admission rate 66% and matriculation rate 50%)	Annually	ODCR Director; ODCR Coordinator of Outreach and Pre-Collegiate Activities
	4. Create and provide a Sophomore Mentorship Program to enhance retention rates of underrepresented student populations	Track number of mentors and students pairing and participation along with established metrics for student success (goal=100%)	Spring 2021	ODCR Coordinator of Retention and Education
	5. Maintain involvement with International Programs, Study Abroad, and Center for Global Engagement	Track number of diverse students pursuing international travel and attendance to informational sessions and related events	Annually	ODCR; International Programs and Study Abroad
Provide support and resources for current students from historically underrepresented populations	1. Engage marginalized and underrepresented students in various college and career preparation activities	Track student attendance, academic performance, and program effectiveness via survey and assessments	Annually	ODCR; ODCR Coordinator of Outreach and Pre-Collegiate Activities

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
MBA: Grow Military MBAs	1. Implement Military Visit Day 2. Enhance promotion of current military students on HCOB website, create recruitment video and attend national conference related to military students 3. Build relationship with local, statewide, and regional military partners to recruit prospective student	Track number of increased military applicants and monitor implementation plan Create a list of prospective community and national partners to serve as referral sources	Annually Annually	Graduate Programs Executive Director; Admissions; VRC Career; Marketing
Executive MBA Programs: At Pre-Admit stage, devote additional resources to soliciting applicants from a broad spectrum of potential diverse candidates	1. ADMBA: strengthen relationship with Women in Aviation outreach division 2. ADMBA: establish Women in Aerospace and Defense Scholarship 3. PEMBA and EMBA-Healthcare Leadership: attend National Medical Association and professional society meetings to recruit underrepresented physicians and healthcare providers	Track number of inquiries and applicants Track amount of scholarship money raised and number of applicants and awardees Track number of inquiries and applicants along with the number of meetings attended	Fall 2021 Fall 2021 Annually	Assoc. Dean for Executive Education/EMBA Executive Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
PhD Programs: Attract and retain a diverse group of doctoral students through existing partnerships and cultivation of MS/MBA students both traditional and executive	1. Continue active high touch recruitment through the "PhD Project" and MS/MBA affiliated National Organizations	At least 75% of departments annually supporting the PhD Project by sending faculty representatives Track success in admitting and graduating PhD project affiliated students along with admission of diverse student populations into graduate programs	Annually	Assoc. Dean for Research and Faculty, w/ active departmental involvement/ODCR Director
Heighten student understanding of the need to work with those of different backgrounds and cultures to ensure that Ph.D. students have the training necessary to participate successfully in the pluralistic world of the 21st century.	2. Support Ph.D. students in their international travel and research. Encourage and support global internships.	Track the number of students pursuing international travel and research opportunities.	Annually	Faculty Ph.D. Directors, Department Heads and Associate Dean for Faculty and Research

Fostering Relationships

Goal #4: Develop and strengthen partnerships with diverse communities in Tennessee and globally

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Strengthen existing partnerships within university and with diverse local community, state, regional, national, and global partners.	1. Increase involvement of underserved student population participation in study abroad programs and professional development trips	Document and track number of students completing professional development tours and international study trips. Track student performance relative to an identified goal of increasing involvement annually.	Annually	International Programs and Study Abroad Director/Associate Dean of Undergrad Studies and Student Affairs/ODCR Assistant Director of Academic Support and Partnerships
	2. Use BUAD 405 to increase positive Haslam impact on the local community including businesses serving underrepresented populations	Confirm and document community hours directed towards minority and women-owned businesses serving the local underserved community.	Annually	BUAD 405 Coordinator/Student Engagement Director/Associate Dean of Undergrad Studies and Student Affairs
Establish new structural opportunities for building partnerships fostering diversity,	1. Send student teams to take part in the National Black MBA Association case competition	Track student involvement and case presentations. Provide feedback on successes and case competition performance.	Annually	Associate Dean for Graduate and Executive Education/Academic and Student Services Director
	2. Showcase and exhibit at National Black MBA Association, Forte, Reaching Out MBA, National Society of Hispanic MBA, and affiliated organizations	Attend and serve as a exhibitor or vendor at a minimum of two annual national conferences. Track participant engagement and outcomes of conference attendees level of interest in pursuing doctoral degrees or continued learning opportunities.	Annually	Associate Dean for Research and Faculty/ Graduate and Executive Education, Executive Director/ODCR Director/

Curricular Development

Goal #5: Ensure that curricular requirements include significant intercultural perspectives

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Broaden the scope of students' intercultural perspective.	1. Use BUAD 100 to expose Haslam first year students to the value of inclusion and diversity along with a continuation in BUAD 200 and 300 to promote intercultural and intergenerational fluency.	Satisfactory feedback on pre and post cultural competency assessment tool to gauge student growth over the semester	Annually	Undergrad Programs ED/Assoc. Dean of Undergraduate Studies and Student Affairs, BUAD 100 Coord/Undergrad Programs/ODCR
	2. Incorporate into BUAD 200 and 300 course content and lesson plans group dynamics and interpersonal skill building	Document and track student involvement in team-building exercise objectives directed towards enhancing intercultural competence and group dynamics	Annually	BUAD 200 and 300 Coord/Undergrad and Professional and Career Development Director/Assoc Dean of Undergrad Studies and Student Affairs
Assess course content for the inclusion of intercultural perspectives	1. Expand discussion of inclusive teaching while highlighting a global perspective in programming and course design	Confirm the capacity needed to ensure that classroom instructors receive training on inclusive classroom skills. Encourage incorporation of inclusive teaching practices in course content	Annually	HCB College Dean's Group, Department Heads, Academic Program leadership
	2. Further develop class curricula addressing issues related to disparities, systemic injustice, and social inequities	Measure the effectiveness of curriculum implementation and in class instruction through usage of pre and post surveys, along with documentation of successes and areas of improvement	Annually	Associate Dean of Undergraduate Studies, Associate Dean for Faculty and Research, Department Heads, Academic Program leadership
	3. Encourage class instruction and student development exercises related to building cultural competence and bias awareness	Collection and documentation of post survey results and feedback received from participants	Annually	Department Heads, Academic Program leadership, ODCR Director

Graduate Student Development

Goal #6: Prepare graduate students to become teachers and researchers in a diverse world

Objectives	Actions		Metrics/Benchmarks	Date	Responsible Party(ies)
Prepare Full-Time and Executive MBA graduate students to succeed in an increasingly diverse and interconnected world.	1.	Expand Cultural Competency and Diversity workshop sessions for MSBA/MBA student groups	Track sessions conducted along with the collection of post-survey data	Annually	ODCR Director, Graduate Programs Executive Director
	2.	Encourage graduate students to serve as advocates and discussion leaders surrounding diversity initiatives	Track student involvement in existing diversity programs offered to student population within the college and throughout the campus footprint	Annually	Graduate Programs Executive Director, Graduate and Executive Education, Executive Director, ODCR Director
Enhance existing programs and co-curricular activities to heighten Ph.D. candidate awareness of serving as researchers, teachers, and leaders in a diverse marketplace.	1.	Encourage students to attend and present research papers related to diversity, equity, and inclusion at international, national or regional conferences.	Track the number of students presenting papers at all conferences.	Annually	Faculty Ph.D. Directors, Department Heads and Associate Dean for Faculty and Research
	2.	Encourage Ph.D. students to participate in T&L seminars and workshops around inclusive classroom teaching.	Track the number of students participating in seminars and workshops	Annually	Faculty Ph.D. Directors, Department Heads and Associate Dean for Faculty Research
	3.	Include discussions related to diversity, equity, and inclusion initiatives in the BUAD 583 preparation seminar	Collect and document post-survey feedback and results from course participants	Annually	Associate Dean for Faculty Research, Faculty Ph.D. Directors, ODCR Director

Diversity Action Plan
Commitment to Diversity and Inclusion

Building Excellence through Inclusion

Diversity Action Plan

College or Vice-Chancellor Unit: Office of Communications and Marketing

Guide to Sections:

- **Mission** *What is your college's/administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.*
- **Objectives:** *Under each goal, please provide objectives that summarize what the college or Vice Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.*
- **Actions:** *What concrete actions will you take to carry out the objectives? Be as specific as possible.*
- **Metrics/Benchmarks:** *How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. How will you measure progress?*
- **Date:** *What is the timeframe that you will implement each action?*
- **Responsible Party(ies):** *Who is responsible for implementing each action? Be as specific as possible here.*

NOTE: The objectives within are each labeled as following in one of more of the following internal categories:

- What is our division doing to develop our team?
- How are we applying this to our work as we communicate on behalf of the university?
- How are we working with our partners to facilitate more inclusive communications?

Mission of the College or Vice Chancellor Unit:

The Office of Communications and Marketing is committed to advancing the reputation of the University of Tennessee and supporting the university's values of diversity, equity, and inclusion. We accomplish this through coordinated internal communications in support of campus diversity initiatives, as well as through strategic external communications to improve our stakeholders' understanding of our institutional values.

Through research and outreach, we will listen, learn, and continually improve our communications in an effort to reflect the diversity of our students, colleagues, and alumni, and to connect with the people in the communities we serve. Through careful study and deliberate processes, we will work to increase representation among our staff, support the cultural competency of our team, and incorporate more inclusive perspectives into our work.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1.1 - Encourage a culture in our division that values diversity and personal growth, fosters an understanding of university values of diversity and inclusion, and encourages team members to incorporate these values in their daily work. NOTE: This is a foundational objective—achieving this is necessary for success in all other goals [Internal categories: 1] [Goal/Objective alignment: 2.1, 4.1]	Complete Inclusive Leadership Academy training for managers and continue progress toward IDI improvement Communicate diversity action plan with staff (including posting the DAP in our internal knowledge base) and regularly revisit progress toward goals Create diversity committee and implement process for monitoring progress on the diversity action plans, reviewing and updating the plan annually, and making recommendations to managers for improvements to support our team. Encourage and support personal participation in diversity-, equity-, and inclusion-related activities, commissions, committees, etc. during work hours	Management team as a whole, as well as individually, shows improvement on IDI from year-to-year Create committee and review and improvement process Address recommendations for improvements made by committee based on review Identify and communicate continuing education opportunities Number of events attended, trainings completed, and continuing education programs participated in by staff and number of staff participating	Spring 2021: Form committee and establish meeting schedule Fall 2021: Inclusive Leadership Academy completion (as available) Spring 2021: Begin course audit Spring 2021: Event encouragement Spring 2021: Identify continuing education opportunities Spring 2021: Establish process for annual diversity action plan review and updates, as well as schedule for	Division leadership and team managers Assoc. Vice Chancellor and Budget Director (committee planning) Members of the diversity committee All staff (participation)

	Cover costs of academic coursework on issues of diversity and inclusion for interested staff members Identify opportunities for continuing education, communicate opportunities, and support employees in participating in coursework, conference, and seminars (examples include UTILA for staff and "The Invisible Thumbprint" public media seminar Include participation in events, committees, and/or continuing education in staff SMART job plans and annual employee evaluations	Progress toward our diversity action plan goals, measured by anonymous staff survey and feedback collected by diversity committee Adopt recommendations made by diversity committee updates, practical improvements, etc Staff achievement in diversity action plan goals included in SMART job plans	recommendations to managers Summer 2021: Communicate opportunities Fall 2021: Begin continuing education participation Spring 2022: Incorporate expectations for events and training into SMART job plans and evaluations	
1.2 - Understand and account for the impact of our communications on students, staff, faculty, alumni, and external stakeholders/community members. [Internal categories: 2] [Goal/Objective alignment: 1.1, 2.2, 3.1, 3.2, 4.1]	Develop comprehensive audience research plan that helps our team and other campus communicators understand and incorporate audience perspectives: ● Create baseline communication surveys for internal and external audiences and measure at regular intervals ● Engage in regular "social listening" (social media, web analytics) to help assess audience opinion and hear from others with different perspectives ● Conduct periodic focus groups comprising members of key audiences	Collect and review survey data, audience feedback, and assumptions; share and discuss learnings; and implement changes based upon results Number of stories placed that include a focus on diverse voices, concerns, issues, etc. Make adjustments to online communications based upon user testing and analytics Share results of accessibility testing and monitoring with campus communicators	Summer 2021: Develop research plan and begin implementation Spring 2021: Update media pitching practices Summer 2021: Create content calendar Summer 2021: Review brand guidelines (sustained) Fall 2021: Continue research efforts (sustained) Fall 2021: Conduct team assumptions exercise	Division leadership and team managers Members of the diversity committee Assoc. Vice Chancellor and Marketing Asst. Director (audience research) News and Information leadership and staff (media pitching) News and Information Asst. Director and social media team (content calendar) Digital and Creative leadership and staff (accessibility)

| | Perform team assumptions exercise that results in an understanding of how changing our assumptions impacts our work

Collect, review, and share outputs from assumptions exercise, surveys, focus groups, and audience listening to help drive change in practices, procedures, and work product

Ensure that media pitches include stories that elevate diverse campus voices

Create an internal content calendar for recurring cultural milestones and events to celebrate/honor

Regularly review and update the university's brand guidelines to ensure they reflect current language recommendations and encourage representation of diverse people and voices

Create a user-focused online accessibility program/plan that helps ensure our information is available to all:
- Facilitate greater understanding of accessibility standards and empower our internal teams and partners to meet those standards through resources such as online accessibility training | Number of employees who have participated in accessibility training

Number of members of our internal and external audience members who have participate in testing program | Spring 2022: Create accessibility plan

Spring 2022: Review data gathered and share with staff

Fall 2022: Begin implementation of accessibility plan | |
|---|---|---|---|---|

	● Conduct regular user and accessibility testing of communications			
1.3 – Collaborate with staff in the Division of Diversity and Engagement, diversity leaders, and other campus partners to ensure that university communications are representative of the diversity of the university community and our values of diversity, equity, and inclusion

[Internal categories: 3]

[Goal/Objective alignment: 3.1, 3.2, 4.1] | Participate in diversity leaders' committee as active listeners to increase cultural competency and understanding among our staff

Conduct audit of existing materials (publications, websites, videos, social media, etc.) and establish processes for periodic review related to representation, language sensitivity, image sensitivity, etc. within our communications.

Review audit findings with campus diversity partners to help identify room for improvement; share audit findings with other campus communicators.

Create a messaging plan for Vol is a Verb that helps incorporate messages of mattering and belonging into university communications

Create and maintain resources for campus communicators to provide information, messages, and best practices for broadening the perspectives within university communications

Include a standing diversity-related session during our annual UT | Findings from diversity committee brought back to staff

Satisfaction among partners on inclusion within communications and/or improvements made based on gaps identified

Satisfaction among campus communicators regarding inclusive resources, guidance, and materials and/or improvements made based on gaps identified

Achieve satisfactory feedback on messaging from audience groups

Open/click rates on internal communications about efforts

Number of stories ab out international/intercultural topics | Spring 2021: Begin attending diversity committee meetings and bringing findings back to staff

Summer 2021: Conduct audit with partners

Summer 2021: Schedule CommuniCon session

Fall 2021: Work with General Counsel and provide guidance to partners

Fall 2021: Review audit findings with staff and campus communicators

Fall 2021: Vol is a Verb communication planning

Spring 2022: Establish process for campus communications about diversity work

Fall 2022: Collaborate with international audience partners | Division leadership and team managers

Members of the diversity committee

Assoc. Vice Chancellor and Budget Director (committee)

Members of our staff that create work in support of student communications

Vice Chancellor and News and Information leadership (General Counsel)

Members of the CommuniCon planning committee |

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	communicator's conference, CommuniCon Collaborate with General Counsel to understand and create guidance for partners on the communication limitations and opportunities shaped by various applicable laws (ie: ADA, Title IX, 1066) Establish a process for compiling and communicating information to campus audiences about diversity, equity, and inclusion work on campus Collaborate with campus partners who engage closely with international employees, students, alumni, and communities to incorporate intercultural content into our internal and external communications			

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

2.1 - Improve representation from marginalized communities within our division and in communications positions across campus to ensure the university's communications are more inclusive and that our team represents the diversity of the communities we serve [Internal categories: 1, 2] [Goal/Objective alignment: 1.1, 1.2]	Examine position descriptions, review job postings, and expand hiring criteria to attract more candidates and create more diverse pools of candidates Require all members of internal hiring committees complete HR's implicit bias training Create processes and best practices for working with professional organizations that support marginalized communities in our fields of work to help identify diverse pools of prospective job candidates (see 4.1) Work with academic units to help our identify and recruit student interns from historically underrepresented populations in order to develop qualified candidate pools for future positions Actively advocate for greater diversity within our campus communications network, sharing the processes, resources, and best practices we develop with our colleagues as they hire communications positions Partner with HR to study, document, and regularly monitor the current demographic composition of staff across our division, within our individual departments, and on our management team and benchmark our representation against peer	At least 10% of individuals in initial candidate pools for all positions are from (self-reported) diverse backgrounds ==[NOTE: We very much want to quantify this, but are not sure this is the right way to do it or the right %. Needs HR/DDE/OED review.]== Hire student interns from historically underrepresented populations Close gaps identified in benchmark study	Fall 2020: Change hiring criteria and require implicit bias hiring training Spring 2021: Identify process for benchmark representation study Summer 2021: Conduct benchmark study, reassess as needed Fall 2021: Begin leveraging community partnerships and colleagues to diversify pools for staff and student intern positions Spring 2022: Share processes, resources, and best practices with colleagues	Division leadership and team managers All hiring managers Diversity committee Members of hiring committees

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	institutions and within our professional fields			
2.2 - Update the university's experts guide to ensure representation of faculty from marginalized communities [Internal categories: 3] [Goal/Objective alignment: 3.2]	Evaluate expert topics to include timely subjects related to diversity, equity, and inclusion efforts, such as group economics, voting rights, etc. Coordinate with college communicators to establish process for rebuilding experts guide with faculty from a wide variety of backgrounds, especially those who are underrepresented in their academic fields Recruit experts representing marginalized communities, conduct media training, and pitch experts to media outlets Develop system for featuring experts around current events, with attention to highlighting faculty of color and other under-represented minorities.	Experts guide representation statistically represents (at an absolute minimum) campus diversity metrics Inclusion of experts that may be traditionally underrepresented in certain fields, such as women in STEM fields or men in some healthcare professions	Spring 2021: Coordinate with college communicators, evaluate topics, begin recruitment Summer 2021: Begin training and pitching Review against overall campus metrics annually	News and Information leadership and staff

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
3.1 – Coordinate with the divisions of Enrollment Management, Student Life, and Student Success to support efforts to recruit and retain undergraduate students from historically	Contribute to the establishment of recruitment and retention goals Identify key in-state recruitment markets, identify and understand our audiences in those markets, and target communications efforts to	Establish a strategic communications planning process and schedule quarterly partner planning meetings. Create and execute a communication plan that	Spring 2021: Launch divisional planning process and begin meetings Spring 2021: Create audience research plan and begin research process with benchmark quantitative	Division leadership Members of our staff that create work in support of the divisions of Enrollment Management, Student Life, and Student Success

underrepresented communities [Internal categories: 3]	increase the university's reputation in those markets Create a communications plan that builds greater awareness for and increases participation in the Flagship Scholarship program Tell the stories of our student success, engagement, and access initiatives and highlight our dedication to the student experience as a core university messaging theme	incorporates in-state recruitment markets Increase the university's reputation and audience affinity, measured through quantitative brand awareness survey and qualitative audience focus groups in key in-state markets Enrollment data Increase awareness of Flagship Scholarship, measured through quantitative audience research Number of projects and stories that celebrate and highlight the outcomes of our student support initiatives	surveys, reassess every 1-2 years Spring 2021: Incorporate student support initiatives into our primary university storytelling vehicles Fall 2021: Conduct qualitative research in key in-state markets Fall 2021: Execute recruitment communications and marketing efforts that includes focus on in-state markets and Flagship Scholarship program	
3.2 – Pilot a graduate program marketing campaign to positively influence the recruitment of graduate or professional students from communities that are underrepresented in the program [Internal categories: 3] [Goal/Objective alignment: 2.2]	Engage the Graduate School and college communications partner(s) to identify potential graduate programs to pilot Collaborate with partners to create and execute the pilot plan for one program: identify goals, conduct needed audience research, develop messaging and other tactics, execute, and measure success	Select program Create and execute plan Success metrics: enrollment data, inquiries, applications, matriculation	Fall 2021: Identify pilot program Spring 2022: Create plan Fall 2022: Execute plan	Creative, Digital, and Marketing staff Members of our staff that create work in support of external brand marketing efforts

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
4.1 - Develop meaningful, ongoing relationships and partnerships with local regional, and national professional and service organizations, connecting our team with diverse external stakeholders and broadening the awareness and perspectives of our staff. [Internal categories: 1, 2] [Goal/Objective alignment: 1.1, 1.2, 2.1]	Develop and maintain a list of partner organizations and create a process for sharing and reassessing Qualify partners and opportunities and establish relationships Incorporate external partner engagement expectations into staff SMART job plans and annual performance evaluations Actively participate in conferences, training, education, and service opportunities Invite speakers to address/collaborate with our team Communicate partnership opportunities and outcomes internally (and externally, as appropriate)	List completion and process identified Organizations touched (ie: relationship established or organization qualified) Number and quality of engagements or opportunities completed by members of the OCM/WUOT team and number of staff engaged, tracked by category and audience (ie: conference, guest speaker, workshop, service, etc.) Number of internal (OCM/WUOT) messages highlighting partnership outcomes	Spring 2021: List compiled, reassessed annually Fall 2021: Organizations qualified and opportunities identified, reassess every 6 months Fall 2021: Internal engagement and opportunities communicated to the team and initial engagement begins Spring 2022: Incorporate partner engagement expectations into SMART job plans and evaluations	Diversity committee (organization and planning) All staff (participation)

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

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[2] People from various cultural, racial, and ethnic backgrounds.

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

<u>**Diversity Action Plan**</u>
College of Arts and Sciences

Guide to Sections:

- **Mission** *What is your college's/administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.*
- **Objectives:** *Under each goal, please provide objectives that summarize what the college or Vice Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.*
- **Actions:** *What concrete actions will you take to carry out the objectives? Be as specific as possible.*
- **Metrics/Benchmarks:** *How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. How will you measure progress?*
- **Date:** *What is the timeframe that you will implement each action?*
- **Responsible Party(ies):** *Who is responsible for implementing each action? Be as specific as possible here.*

Mission of the College:

The College of Arts and Sciences is the largest, most comprehensive, and most diverse (in areas of study, research/creative interests, and people participating [based on race, ethnicity, culture, gender identity, sexual orientation and abilities]) of the eleven colleges at the University of Tennessee, Knoxville. Its twenty-one academic departments and schools, seven centers and institutes, and nine interdisciplinary programs span the disciplines of the humanities, social sciences, natural sciences, and the visual and performing arts. More than 7,500 undergraduate students have an academic home in one of the college's sixty undergraduate majors and pre-professional programs. The college also offers more than fifty graduate programs and is home to 1,400 graduate students. The college is committed to the long-standing traditions of the liberal arts. It seeks to promote in all its students the values of free and bold intellectual inquiry, vibrant and effective civic engagement, and an understanding of our nation's and our world's rich cultural heritages.

Our mission is to uphold the highest standards of academic freedom and integrity and to cultivate in our students the critical thinking skills, intellectual inquiry, and understanding of diverse human cultures that are necessary to become engaged global citizens. By emphasizing core values of life-long learning and adaptability, our academic programs provide students with the intellectual foundations for a rich, fulfilled, engaged life and career as an informed citizen. We seek to teach empathy and self-knowledge throughout our college. We will spread cultural and scientific literacy across the state of Tennessee and beyond. By doing so we serve all aspects of the university's mission.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

Improve climate and retention by maintaining and improving an inclusive community within the College of Arts and Sciences that supports, includes, and empowers all people and adequately prepares students to work in a diverse community.	Climate and Civility Committee Training for Departments and College Foster professional development and advancement for all employees. Involve all College constituencies – students, faculty, staff – in promotion of an inclusive environment for our diverse community.	Ensure all members receive training annually. All Faculty receive STRIDE I and II or HR related diversity and inclusion-training and staff equivalent. Diversity and Inclusion Committees should include members from all constituencies. Annual report from departments on number of faculty/staff participating in continuing education that promotes greater understanding diversity and inclusion. Monitor the development, on-going progress and effectiveness of Diversity and Inclusion Committees within departments and the committees that oversee the education programs, hiring, retention and promotion of new faculty and staff.	August 2021 Ongoing effort August 2021	Department Heads/College Office Department Heads/College Office Department Heads/College Office Department Heads/College Office Dean for Diversity and Inclusion

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Provide education about climate and civility issues, particularly as they relate to bias.	Create workshops and sponsor talks with discussions from experts for the college to reach audiences within the college, within UTK and the larger community (ex. College Conversations, special stories in college media). Provide research support for those who study climate and civility issues and develop tools for improvement.	Annual Report from the college summarizing all educational outreach.	Ongoing effort	College Communications Director and College Office with help from departments
Develop a mechanism for reporting bias incidents or other climate and civility issues locally.	Develop procedures for reporting diversity-related incidents within the Departments and College.	Review annual report of bias incidents within the college. Create a continuing plan to decrease the number of incidents.	August 2021	Departments/College Office

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase the number of faculty from Black, Indigenous, and Persons of Color (BIPOC) populations. It is particularly critical that we increase the percentage of BIPOC faculty and staff to reflect that of the state of Tennessee.	Require all departments conduct thorough searches, including strategic hiring, and emphasize developing pools with representative numbers of BIPOC individuals and other historically underrepresented populations. Ensure advertisements are constructed to achieve a diverse pool. Utilize EEO data from Interfolio to monitor diversity in search pools. Utilize CAS Diversity Advocates, required in every faculty search.	Monitor number of candidates, offers, and hires from under-represented populations.	Ongoing effort	Dean for Academic Personnel; Department Heads
	Require all departments implement hiring plans that enhance diversity of those applying to be hired. Work with Human Resources to review diversity data on staff search pools. Broadcast career opportunity advertisements in wider professional publications, list servs, etc.	Annually evaluate department heads for success in recruiting, retaining and promoting BIPOC faculty and staff.	Ongoing effort	Dean for Academic Personnel; Department Heads

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

Provide ways to retain BIPOC faculty and staff by using career advancement mentoring opportunities. Similarly work to retain members of the LGBTQ and differently abled communities, as well as those from ethnic and cultural backgrounds that differ from the majority in Tennessee.	Develop departmental and college training, mentoring, and promotion programs to increase the number of BIPOC individuals hired and retained. Provide resources for BIPOC, LGBTQ and differently abled faculty/staff to attend workshops and conferences to promote professional development and retention.	Monitor number of BIPOC staff, faculty, and administrative personnel involved in these support workshops, conferences, etc. Monitor retention of all BIPOC hires. Annual faculty/staff survey of each unit for satisfaction with support by BIPOC, LGBTQ, differently abled, and those from non-majority ethnic and cultural backgrounds.	Ongoing effort Fall 2021	Dean for Academic Personnel; Department Heads
Designate some faculty lines each year for targeted or cluster BIPOC hires.	Utilize Provostial funds to support the strategic recruiting and hiring of diverse individuals.	Monitor number of successful searches.	Ongoing effort	Dean for Academic Personnel; Department Heads

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Attract, retain, and graduate increasing numbers of graduate BIPOC students and those from varied ethnic traditions and with varied abilities.	Reach out to students from many cultures and backgrounds, including regional HBCUs. Include statement of diversity on department-level publications/recruiting materials and include images of diverse faculty/students.	Monitor number of BIPOC graduate applications to College departments.	Beginning Fall 2020	Dean for Graduate Studies, CAS Faculty Diversity Fellows, Department Heads
Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.	Reach out to students across Tennessee from BIPOC communities. The minimum goal would be an annual cohort equivalent to the BIPOC population within the state.	Monitor the number of BIPOC undergraduate applications and enrollees.	Ongoing effort	Director of College Advising
Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.	Encourage departments to create these opportunities as appropriate to their discipline.	Review percentage of department BIPOC graduate and undergraduate improvement during department head annual evaluation.	Ongoing effort	Dean for Academic Programs, Dean for Graduate Studies, Director of College Advising, Department heads
Create and maintain a welcoming, inclusive environment for other under-represented groups of students.	Sponsor and provide resources for speakers and conversations on issues surrounding climate, civility, diversity, and inclusion.	Create an anonymous portal for complaints. Monitor complaints, praise, and maintain an ongoing conversation with student leaders and representative groups	Ongoing effort	Dean for Diversity and Inclusion, Director of College Advising, Department Heads

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Develop a comprehensive communication and marketing program to promote individual diversity and the importance of inclusion internally and externally, including a proactive media strategy.	College efforts include "College Conversations", a bi-weekly series featuring faculty members in the College of Arts and Sciences whose research focuses other topics related to climate, civility, diversity, and inclusion.	Monitor number of outreach events. Monitor number of participants in events.	Ongoing effort	College Director of Communication and Dean of Diversity and Inclusion
Develop formal recognition and valuing of diversity and inclusion service.	Support and recognize activities of faculty, staff, and administrators.	In annual reviews, support those who are engaging in diversity and inclusion efforts beyond the campus.	Ongoing effort	Deans, Directors, and Department Heads
College Diversity Awards	Annual award to college employees whose leadership in diversity-related programs and services are outstanding and worthy of additional support.	Seek nominations from College constituents for this award.	Ongoing effort	Dean for Diversity and Inclusion, Department Heads
Foster ties with universities and programs around the world, such as the "Universities Studying Slavery Consortium".	Seek out other potential partnerships with universities and others across the globe.	Monitor number of programs and number of faculty and students participating.	Beginning Fall 2020	Dean for Academic Programs, Department Heads
Encourage students to study abroad in established programs and to share their experience with the university community.		Establish baseline number of faculty, students and staff completing international study trips abroad.		
Strengthen, through communication, existing partnerships within university and with	Promote increased involvement with UT-based and non-UT-based	Establish baseline number of faculty and students involved in minority and diversity organizations.	Ongoing effort	College Director of Communications, Department Heads

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diverse local community, state, regional, national, and global partners.	organizations addressing diverse needs of BIPOC and other non-majority groups.			

Goal 5: Ensure **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Ensure the College's academic curricula prepare students for the pluralistic world of the 21st century.	Assure a wide range of courses, including general education requirements, and First Year Studies seminar courses address one or more of the following subjects: race, ethnicity, religion, creeds, national origin, gender identity, sexual orientations, physical abilities, age, veteran status, and social, economic, or educational backgrounds.	Monitor number of courses fulfilling the criteria.

Look for an increase in courses that recognize that race, gender identity, sexual orientation and ethnicity/culture are commonly intersectional identities among many that individuals might have. | Ongoing effort | Dean for Academic Programs, Department Heads |
Ensure students from diverse orientations and underrepresented populations and backgrounds are recognized as essential participants in the life of the university and society.	Provide financial support for departments to develop, implement, and support professional development opportunities and programs to assist faculty and staff in transforming curricula to integrate diversity-related themes.	Report in Department Head annual review.	Ongoing effort	Department Heads
Broaden the scope of the intercultural perspective students receive.	Create a listing of courses available in the College focused on diversity issues and make available to students.	Monitor listing to ensure accuracy.	Beginning Fall 2020	Dean for Academic Programs, Director of College Advising
	Create a yearly diversity-focused seminar series for students.	Monitor efforts to include diverse topics.	Beginning Fall 2020	Dean for Diversity and Inclusion
	Provide financial supplements for a number of students to obtain their passport for potential study abroad.	Monitor number of requests annually.	Beginning Fall 2021	Director of Development, College Budget Director

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Ensure graduate students have the diversity training necessary to participate fully in the 21st century world.	Assure each department offers a wide range of graduate courses which address one or more of the following subjects: races, ethnicities, religions, creeds, national origin, genders, sexual orientations, physical abilities, age, veteran status, and social, economic, or educational backgrounds.	Establish baseline number of courses/departments meeting noted subject area(s) and engage appropriate departments in effort to provide subject content. Ensure that all departments offer at least one graduate course addressing one or more subject areas.	Beginning Spring 2021	Dean for Graduate Studies, Department Heads
Ensure graduate students with teaching responsibilities are acquainted with the diverse range of learning styles found in today's classrooms.	Ensure departmental and/or Graduate School diversity-related training in graduate teaching orientation sessions. Communicate university Teaching & Learning Innovation continuing education opportunities to prepare graduate teaching assistants to teach effectively in diverse classrooms.	Monitor GTA engagement in training via department/student surveys. Expect all students with teaching responsibilities to have engaged in at least one diversity-related teaching orientation or training session.	Beginning Spring 2021	Department Heads
	Encourage GTAs to teach independent courses with multicultural content before they matriculate.	Monitor GTA workload reports.	Ongoing effort	Department Heads

Position incoming graduate students for classroom and research success.	Encourage faculty and graduate student membership in interest groups with a diverse focus.	Monitor number of diverse interest groups that faculty and students can participate in. Research the number of faculty and graduate students participating in groups.	Ongoing effort	Dean for Graduate Studies, Department Heads
	Ensure all graduate students include diversity-related content (when appropriate) when presenting in departmental seminars, brown bag series, or at national conferences in their field.	Encourage departments to allocate time for these seminars or series. Monitor the number of students presenting content on diversity in their presentations via a survey.	Beginning Spring 2021	Department Heads
	Support graduate students in their international travel and research.	Monitor the number of students pursuing international travel and research opportunities including international internships. Plan to provide modest stipend from the College to all graduate students who apply for international travel through the Graduate Student Senate.	Beginning Spring 2021	Dean for Graduate Studies

Diversity Action Plan

College: Nursing

Diversity and Inclusion Mission of the College of Nursing:

At the College of Nursing, we believe diversity, equity and inclusion (DEI) are critical to fulfill our commitment to improving the health of communities, families, and individuals. We recognize individuals have multiple identities that affect their perceptions and experiences. We value the intersectionality of these identities, which may include race, ethnicity, gender identity and/or expression, age, religion, nationality, culture, perspective, ability, sexual orientation, and socioeconomic status. Including and engaging a community of students, faculty, and staff that reflects the diversity of our local, national, and global society is essential to the success of the mission of the College of Nursing.

Our commitment requires us to examine both individual and systemic factors affecting diversity, equity and inclusion in the learning environment and broader community. As catalysts for optimizing health through nurse-led care, we cultivate and empower a diverse body of nursing leaders who have the tools needed to build a more equitable, healthier society. We seek and nurture partnerships with individuals and organizations that promote diversity, equity and inclusion throughout the state of Tennessee, nationally, and globally.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1.1 Create a Diversity, Equity & Inclusion (DEI) Program within the College of Nursing (CON)	1. Submit Diversity Action Plan (DAP) for the CON. 2. Create an organizational structure Diversity, Equity & Inclusion Council (DEI Council) to implement the DAP.	DEIDAP approved. Organizational DEI structure approved and implemented	By beginning of fiscal year 2021 (July) fall 2021	Provost and Chancellor of the university

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	3. Create job descriptions per the organizational chart. 4. Fill positions as described.	Job descriptions created. Positions filled per organizational chart.	spring 2022	DAP Group and Executive team in the CON
1.2 Enhance accountability and Strengthen DEI initiatives by developing a council in identifying professional development opportunities.	1. Add a DEI Council to the College of Nursing council structure 2. Conduct benchmarking of diversity initiatives among aspirant schools 3. Conduct a qualitative assessment of documents published 4. Identify existing university initiatives/resources with similar objectives 5. Explore American Association of Colleges of Nursing (AACN) website for resources	Bylaws amended Council members assigned Council meets for the 1st time fall 2020 Council reports to College of nursing at least annually on progress of this plan Aspirant schools identified and assessments conducted Collected at least one (1) diversity, equity and inclusion benchmark/initiative from each of the aspirant schools. Identified and reported available resources/initiatives within the university Identified resources and contacted AACN to set up workshops for diversity, equity, and inclusion training for CON faculty.	Fall 2020 Completed Spring 2021 Spring 2021 Spring 2021 Ongoing	Dean & Faculty & Director's Assembly DEI Council DEI Council Chair/Chair-elect DEI Council Chair/Chair-elect
1.3 Create a system for internal (CON) reporting of DEI complaints and processes to follow to investigate and settle to issue.	1. Identify resources that already exist for reporting incidents of bias. 2. Create database to serve as a repository for incidents within the CON. 3. Develop a process to investigate and address complaints	Online form created to capture incidents that affect students, faculty, and staff in CON. Database created within CON for reports of incidents. Flow Chart/Process map created and implemented	Spring 2021	DEI COUNCILDEI Council

1.4 Create an environment that promotes one's ability to be true to one's own personality, spirit, or character among faculty, staff, and students within the CON.	1. Identify key faculty/staff who are available to intervene as needed	CON representative identified	2020-2021	CON-DEI COUNCIL
	2. Implement the IDI survey and training for all CON employees.	All employees completed the IDI and debrief	Academic Year 2021-2022	Assistant Dean of Finance, Administration, & Operations
	3. Determine the type of training and support needed relative to issues identified in CON climate survey.	Training completed with Division of Diversity and Engagement.		
	4. The CON DEI COUNCIL will identify key stake holders (Division of Diversity and Engagement), College of Social work, Office of Multicultural Student Life, and other community partners) and will develop initiatives that support and encourage an inclusive climate, e.g., DEI Council will use the process of stakeholder involvement, as described in the International Association for Public Participation (IAP2) 2018 framework, to identify the level of stakeholder participation in projects addressing the development of initiatives. As noted in the IAP2, stakeholders will assume roles and functions to inform, consult, engage,	Initiatives created with stakeholders. Attendance of event and training hosted. Positive feedback from stakeholders		

	collaborate, and empower participants (Belita et al, 2020). 5. Implement initiatives as outlined by stakeholders and DEI Council. 6. CON will host at least one annual focus group with representatives from our community partners as noted within this goal and examine feedback. 7. Increase awareness of cultural competence through the consideration of a policy for recognition of non-Judeo-Christian holidays. 8. Gather annual results from UTK climate survey specific to CON (faculty, staff, student). 9. Incorporate current climate concerns/issues into future survey questions. 10. To assess the attitudes toward diversity regarding coworkers, supervisors, and hiring practices, the CON will conduct the Attitudes Toward Diversity Scale (ATDS) annually (Montei, A. 1996). The ATDS consist of 10 items representing three subscales:	One initiative implemented annually Positive feedback received from focus group. Presence of non-Judeo-Christian holidays in the CON *M3 Newsletter,* or through other internal notification avenues within CON. Satisfactory survey responses on climate survey Incorporated feedback into climate survey Satisfactory survey responses on ATDS survey. Incorporated findings into recruiting and hiring practices		

	1) coworkers who are minority 2) Supervisors who are minority 3) hiring of minorities.			

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors)

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
2.1 Provide professional development opportunities for faculty and staff to improve DEI knowledge.	1. Contact NLN, AACN leadership to participate in events focused on best practices to attract and retain candidates from historically underrepresented populations. 2. Identify other sources of best practices (i.e., ANA, minority nurse association) 3. Send Faculty/Staff from CON to at least one diversity and equity event identified through national nursing associations.	At least five (5) members of DEI Council participated in focused event scheduled with AACN leadership. At least three (3) faculty participated in conferences.	Fall 2020 Spring 2021	CON-DEI Council
2.2 Implement best practices for attraction and retention of diverse faculty and staff.	1. Reach out to smaller colleges (Libraries, Law, Social Work) to collaborate on initiatives/resources identified in respective action plans. 2. Investigate organizations that are leaders in diversity and inclusion.	Collaborations established with colleges as listed. Five organizations investigated	Spring 2021 Fall 2021	CON-DEI Council

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	3. Monitor the development of hiring policies that support underrepresented minorities.	Inclusive language used in job postings	Spring 2021
	4. Annually measure diverse leadership through Integrated Postsecondary Education Data System (IPEDS) survey.	Annual report of CON IPEDS Human Resource results with 10% increase in underrepresented faculty hires.	Spring 2021
	5. Annual focus group meetings with Dean to discuss hiring policies that support underrepresented minorities.	Positive feedback from focus group.	Spring 2021
	6. 100% Members of search committee must complete university diversity training programs such as Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE); frequency as determined by university.	Candidates reported positive experience during interview process. Hired three (3) diverse faculty. 100% Members of search committee completed STRIDE.	Fall 2021 Annually and as new members are assigned
	7. Utilize all conference attendances to recruit and retain diverse faculty to recruit to UT	Invited three (3) people as potential hire.	Fall 2021

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Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
3.1 Employ evidence-based recruitment and retention practices to attract more underrepresented minorities (URM) to CON.	1. Implement a holistic admission process	Review AACN's holistic admission document Implement holistic admissions for fall 2022	Spring 2021 2021 Spring 2021	CON Program Chairs, Academic Advisors
	2. Reach out to Historically Black Colleges and Universities (HBCU) to discuss admissions criteria and solicit feedback for recruiting students into UTK graduate programs.	Contacted at least 2 HBCUs.		CON Program Chairs, Academic Advisors, DEI COUNCIL and Me4UT
	3. Identify diverse communities for student recruitment using census and other available data by creating a list of the top 10 diverse communities in TN.		Spring 2021	
	4. Identify faculty and/or advisors to reach out to Health Science (HS) counselors at high schools.	Four (4) faculty/advisors identified.	Spring 2021	
	5. Reach out to Health Occupations Students of America (HOSA) groups within identified diverse communities to discuss admissions criteria and engagement activity.	Contacted eight (8) HOSA groups within the state.	Fall 2021	
	6. Collaborate with College of Education during the Summer Institute program (within Project GRAD initiative) to expose students to career options in nursing.	Event participation confirmed with Summer Institute program leadership.	Spring 2021	

	7. Collaborate with Dean about creation of scholarship and post doc opportunities for URM. 8. Track growth of underrepresented student population.	Increased scholarship opportunities for underrepresented populations in nursing and global nursing from baseline to 2% each year for the next 5 years Increased diversity from baseline, 2% each year for the next 5 years.	Spring 2023 Fall 2021	Director of Development
3.2 Create a mentorship program to help recruit and retain URM students	1. Approach our faculty and alumni (include the UTK Black Alumni Association) to serve as mentors. 2. Create and maintain an online database of campus and community resources to support diverse students. 3. Collaborate with multicultural student life to obtain training for mentors. 4. Create document that outlines the expectations for mentee/mentor relationship e.g. time commitment and training specific to CON. 5. Create and maintain a database of mentors/mentee.	At least 10 URM mentors identified to serve. Database of campus and community resources created. Received positive feedback from stakeholders Training scheduled for mentors. CON mentor/mentee outline created. Enrolled at least 10 students in mentorship program.	Fall 2021 Spring 2021 Fall 2021	Director of Development, DEI Council.
3.3 Foster retention and inclusion of underrepresented students across programs in the CON	1. Conduct focus groups and online Delphi survey to understand barriers and factors that promote success (including structural policies) 2. Use findings from focus group and Delphi survey (anonymous and confidential) to create programs and initiatives to support students as identified by the students themselves (e.g.,	At least one (1) focus group and Delphi survey completed. Increased URM in program from baseline, by 3% over next three (3) years. Increase URM graduation rate to 100% over next 3 years.	Fall 2021 Spring 2024	CON-DEI Council, Student services

	creation of a minority student nurses association).			

Goal 4: Develop and strengthen **partnerships with diverse communities** in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
4.1 Create academic partnership with minority student nurses' associations	1. Identify member of DEI Council to work as liaison with Student Nurses' Association (SNA) faculty mentor 2. Affiliate with national minority student nurses' associations. 3. Partner with minority student nurses' associations to plan and engage in events and programs.	Member of DEI Council identified to work with SNA faculty advisor(s). National minority student nurses' association identified. Created partnerships with minority student nurses' association on events and collaborative programs each semester.	Spring 2021 Fall 2021	CON-DEI Council, CON-SNA faculty advisor(s)
4.2 Create more academic practice partnerships that strengthen inclusive practices to decrease health disparities, increase health equity, and increase nurse presence in community.	1. Identify and collaborate with organizations that model excellence in diversity, equity, and inclusion: ● Practice and Global Affairs, Associate Director (AD) ● Transforming RN roles In Primary care (TRIP) ● Scott county clinics ● Love Towers ● International partnerships	Created and communicated resource list of nursing and health care organizations with excellence in diversity, equity, and inclusion. Created list of existing and potential international partnerships Increased number of partnerships by two (2) in three (3) years.	Ongoing	Specific program directors at CON, CON-DEI COUNCIL, Practice and Global Affairs, Associate Dean

	2. Implement identified practice opportunities to increase health equity and decrease health disparities. 3. Communicate with organizations to understand their diversity, equity, and inclusion measures.	Created list of existing and proposed best practice opportunities that focus on health equity		

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
5.1 Expand opportunities to study abroad	1. Work with office of Clinical Partnerships and Global Affairs: ● Collaborate with council to continue study-abroad programs: 1. Exchange programs in Scotland and Spain. 2. Short-term trips to Belize (and plans to begin in Kenya). ● Develop strategies for sustainable relationships with collaborates in host countries. 2. Work with university Programs Abroad office to ensure safe and sustainable relationships with companies 3. Solicit feedback from students about their experience.	Number of students and faculty participating in study abroad increased by 20% Received positive feedback from students. Used feedback from surveys to enhance programs of study.	2021-2022 Calendar Year	Associate Dean for Practice & Global Affairs
5.2 Enhance diversity and inclusion curricular content	1. Determine criteria for expertise in DEI 2. Identify individuals (faculty champions) for graduate and undergraduate programs with	Twelve faculty/staff/resources identified related to DEI and curriculum development	Initial set of resources identified by	CON-DEI Council, instructional designer, Graduate &

| based on identified needs. | expertise in various aspects of diversity and inclusion:
● Identify individuals willing to obtain expertise in various aspects
● Provide financial support to faculty to attend D&I training
3. Identify curricular resources on and off campus related to DEI:
● Consult with the Division of Diversity & Engagement office to determine support available to the university and the CON
● Reference the AACN resources available to the CON
4. Incorporate additional actions based on the findings of Objective 1. | Provided financial support for faculty and staff to attend DEI training.
Positive feedback from faculty, clinical affiliates, students. | Fall, 2020; identify resources for faculty and staff wishing to gain further expertise by Spring 2021 | Undergraduate faculty and staff |

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
6.1 Improve the quality of nursing graduate education to leverage learning opportunities to include diversity, inclusion, and engagement of individuals with diverse life	1. Determine how and if DEI is incorporated into the graduate curriculum 2. Develop recommendations for faculty preparedness/knowledge regarding DEI in the graduate curriculum as based on the Intercultural Development Inventory (IDI) faculty assessments 3. Include DEI into doctoral student colloquia by using the Attitude Toward	Mapping of DNP and PhD curricula Reports from IDI incorporated into faculty annual goal assessment	2020-2021 academic year	Graduate Student Affairs, Graduate Curriculum, and Faculty Affairs Councils

experiences, perspectives and backgrounds.	Diversity (ATD) scale for students (Gurin et al, 1999) 4. Assess resources to improve DEI competency in graduate education and for graduate students and faculty by: • conducting focus groups • conducting longitudinal studies to measure students' ATD scores and evaluate the efficacy of the implemented strategies	Received reports from student ATD scale Incorporated results from focus groups and longitudinal research into programs of study.		
6.2 Address health care inequities and disparities through graduate education and research opportunities.	1. Identify the presence of DEI in current and ongoing research within the CON 2. Identify how health care inequities and disparities are addressed in DNP and PhD courses by conducting focus groups with faculty using the International Association for Public Participation (IAP2) (Belita et al, 2020). 3. Assess the types of experiences offered through clinical partnerships by conducting focus groups with clinical partners using IAP2 tool. 4. Assess students' perception of the quality of their DEI experiences with clinical partners by conducting focus groups. 5. Create collaborations among faculty, graduate student, and clinical partner.	Identified current DEI research within the CON. Identified how health care inequities and disparities are addressed in DNP and PhD curricula. Identified clinical partners supporting DEI research opportunities. Positive feedback received from student focus groups. Partnered graduate students (DNP & PhD) with faculty	2021-2022 academic year	Associate Dean for Research Research Advisory Council and Graduate Curriculum Council Student and committee chair
6.3 Advance civic leadership and engagement	1. Evaluate target populations for DNP and PhD projects to determine community impact	Number of student projects involving engaged scholarship	2021-2022 academic year	Assistant Dean of Graduate Programs and Associate Dean

| by preparing students to take on leadership positions in health care and a global society. | 2. Evaluate our assessment process of clinical sites

3. Increase faculty participation in community engaged projects (e.g., Vine and Love Towers clinics)
4. Create online community for engaged scholarship with a focus on DEI | Assessed quality of clinical sites and quality of student work at the clinical sites. Number of faculty participating increased by two (2) Created online community for engaged scholarship. | | for Practice offices; Concentration Coordinators |

References

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Montei, A. (1996). Validity of scores on the Attitudes Toward Diversity Scale (ATDS). *Educational and Psychological Measurement, 56*(2), 293–303. https://doi.org/10.1177/0013164496056002010

Diversity Action Plan (January 1, 2021)

College or Vice-Chancellor Unit: College of Communication and Information

Mission of the College or Vice Chancellor Unit:

> We are a diverse and inclusive community that creates change by inspiring our students and pursuing scholarship and engagement that make a difference. We shape socially conscious, ethical leaders who use communication and information to solve problems. We ignite the Volunteer Spirit to light the way for research, teaching, and service.

Note: The Diversity Action Plan for the College of Communication and Information reflects goals for the college, including objectives and actions involving all of the four affiliated schools (School of Journalism and Electronic Media, School of Communication Studies, School of Advertising and Public Relations, and School of Information Sciences). Some specific objectives and actions described below will be addressed in required school-level Diversity Action Plans.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Create college-level administrative position to champion, direct, and evaluate the CCI's diversity, equity, and inclusion (DEI) efforts.	• Secure, support, and establish a new position (e.g., Director of DEI). • Conduct internal search to fill position. • Revise CCI Diversity Action Plan (DAP) accordingly, including in regard to responsible party(ies).	• Position description approved. • Position successfully filled. • DAP revised.	• Begin planning Fall 2020. • Conduct search in Spring 2021 and appoint by Fall 2021. • Revise CCI DAP Fall 2021.	• Dean • CCI Administrative Committee
Raise awareness and share expertise with the campus and local community through CCI's annual Diversity and Inclusion Week.	• Hold CCI Diversity and Inclusion Week annually, being agile in response to current and pressing issues on campus, in the local community, and at the national level. • Ensure that speakers and panelists are demographically diverse in terms of race, ethnicity, gender identity, ability, and/or sexuality.	• Approximate count of total on-campus and online synchronous attendees. • Count of CCI student attendees. • Count of asynchronous viewings. • Count of keynotes, panels, and workshops held. • Count of presenters and panelists and evaluation of demographic diversity.	• Event Planning Summer 2021, 2022. • Event held Fall 2020, 2021, 2022. • Report findings Fall 2020, 2021, 2022.	• Director of CCI Diversity Student Leaders Society • CCI Diversity and Inclusion Week Planning Committee

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	• Ensure events are accessible regardless of proximity by streaming events and providing access to recordings.	• Qualitative and quantitative data collected from evaluation survey. • Annual summary report to Dean, School Directors, and College.		
Commit to ongoing planning, review, and revision of DEI practices, policies, and guidelines.	• Maintain CCI Diversity Committee comprised of faculty and staff, and improve by introducing undergraduate and graduate student participation. • Review, reconfirm, or revise CCI's Diversity Statement biennially. • Propose, review, and revise DEI-aligned policies and guidelines, including the CCI DAP. • Coordinate with other DEI-aligned College diversity initiatives and ad hoc committee(s) to avoid duplication of effort and consolidate goals and activities.	• Count of members, charges, meetings. • Annual report of accomplishments submitted to the Dean and School Directors.	• Recruit student members beginning Fall 2020. • Report accomplishments at end of Spring semester 2021, 2022, 2023.	• Chair, CCI Diversity Committee • CCI Diversity Committee members
Encourage, enable and support development and implementation of Schools' Diversity Action Plans (DAPs).	• Direct Schools to revise their respective previously published DAPs, for implementation beginning Spring 2021. • Require biennial progress reports. • Direct schools to appoint a faculty member to serve as Diversity, Equity and Inclusion Officer, or similar	• Count/percentage of DAPs completed and published to the CCI and respective School's website. • Count/percentage of Schools with DEI Officer or equivalent. • Summary data of Schools' progress in accomplishing DAP action items.	• Begin School DAP planning Fall 2020 • School DAPs completed March 2021. • Report progress Fall 2021 and Spring 2023.	• Dean • School Directors • School DEI Committee members

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	role, to facilitate their respective DAP progress and to serve on the College's Diversity Committee.			
Evidence awareness of the current climate that enables and endangers DEI at the College.	• Derive data collection instrument from available resources, including UT's Office of Diversity and Engagement. • Administer survey biennially to faculty, staff, and students. • Identify other data-collection initiatives at School-level (e.g., exit surveys of graduates; focus group listening sessions with current students), and select and compile summary data relating to DEI perceptions, preferences, and practices. • Disseminate findings to the CCI community.	• Completion of data collection instrument. • Count/percentage of faculty, staff, and students completing the survey. • Summary data from School-led data collection initiatives. • Report of survey findings and School-level data submitted to Dean. • Summary report of aggregate data submitted to faculty, staff, and students.	• Begin planning Fall 2020. • Finalize data collection instrument Spring 2021. • Administer survey Spring 2021/2023. • Report findings Summer 2021, 2023.	• Associate Dean for Research and Director of the Center for Information & Communication Studies • Chair, CCI Diversity Committee
Enable and maintain clear on-going processes for community members to reflect and provide feedback on the current climate, and to effectively and efficiently identify and respond to emerging recommendations, needs, or concerns.	• Develop anonymous web-based mechanism for gathering quantitative and qualitative feedback on college climate from CCI faculty, staff, and students. • Communicate availability of feedback mechanism to the CCI community. • As warranted and appropriate, share faculty, staff and student concerns	• Deployment of feedback mechanism. • Count of submissions received. • Annual summary report of feedback and recommendations submitted to Dean, School Directors and CCI Diversity Committee Chair.	• Launch tool January 2021. • Report feedback end of Spring semester 2021, 2022, 2023.	• Director of Technology • Associate Dean for Research • Chair, CCI Diversity Committee

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	with CCI administrators and respective School Directors. • Share recommendations and needs with CCI Diversity Committee.			
Demonstrate, raise awareness, and share information about the College's DEI activities in written and verbal communications.	• Create a strategic communication plan (SCP) that incorporates best practices for inclusive and respectful language and style, and defines DEI terminology for consistent use across the College. • As part of SCP, publish and prominently promote CCI's Diversity Statement on the CCI website and in welcoming new community members and visitors. • As part of SCP, regularly communicate progress on action items and achieving metrics/benchmarks. • Ensure all communication, including web-based materials, follows Web Content Accessibility Guidelines (WCAG). • Request that faculty, staff and PhD students update people directories to demonstrate inclusivity, such as use of preferred pronouns, language fluency(ies), and first-generation-student status. • Request that all faculty, staff, and PhD students	• Publication of Strategic Communication Plan (SCP). • Percentage of web spaces in the College's domain, including all School websites, in compliance with Web Content Accessibility Guidelines (WCAG). • Count/percentage of Schools adopting Strategic Communication Plan. • Count/percentage of people listed to CCI and School directory pages that included preferred pronouns. • Count/percentage of people and count of unique languages listed to CCI and School directory pages • Count/percentage of people listing first-generation status to CCI and School directory pages. • Count/percentage of people posting headshots to CCI and School directory pages. • Summary report of diversity and inclusion metrics specific to the College	• Publish SCP Spring 2021. • Begin updates to people directories Fall 2020. • Collect and report opt-in data Spring 2021. • Report D&I metrics when made available from the University.	• CCI Information/Communication Specialist • Chair, CCI Technology Committee. • Chair, Diversity Committee • School Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	update people directories with headshots. • Review diversity and inclusion (D&I) metrics published by UT and report out to the College.	submitted to Dean, faculty, staff and students.		
Encourage faculty, staff, and administrators' participation in professional development events and workshops for enhanced understanding of issues concerning DEI.	• Identify and publicize professional development events and workshop opportunities through the CCI listserv. • Recommend faculty and staff complete the Pride Center's Safe Zone at UT Tier 1 and Tier 2 workshops. • Recommend faculty and staff participate in Diversi-Tea from Teaching and Learning Innovation. • Recommend faculty and staff participate in the Lunch and Learn Lecture Series from UT Libraries' Diversity Committee. • Recommend faculty and staff participate in other opportunities as they become available and made known. • Incentivize participation in these programs.	• Count/percentage of faculty and staff reporting completion of Safe Zone at UT, Tier 1 workshop. • Count/percentage of completion of Safe Zone at UT, Tier 2 workshop. • Count/percentage of faculty and staff reporting participation in 1 or more Diversi-Tea events. • Count/percentage of faculty and staff reporting participation in 1 or more Lunch and Learn Lectures. • Inventory of other professional development events and workshops completed by faculty and staff, with count of participants. • Review and modification, as needed, to College and School's respective bylaws for enhancing recognition professional development and service by faculty and staff. • Implementation in annual reporting protocols and procedures for faculty.	• Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Staff evaluations for 2020-21, 2021-22, 2022-23. • Review of bylaws to begin in Fall 2021.	• Dean • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
		• Implementation in annual evaluation protocols and procedures for staff.		

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Develop and implement a proactive strategy for identifying and recruiting historically under-represented applicants for full-time faculty, staff, and administrative positions and part-time lecturer positions.	• Create a Strategic Recruitment Plan (SRP) that identifies best practices and opportunities, incorporating guidance from various campus offices (e.g., Provost's Office, OED, DEI, etc.). • Identify new channels for advertising vacancies to historically underrepresented populations. • Review job postings to ensure use of inclusive language. • Compile and analyze search data to evaluate efficacy of recruitment efforts.	• Publication of SRP. • Count/brief description of channels for recruitment. • Percentage of postings with inclusive language. • Annual summary report to Dean, Associate Deans, School Directors, and Diversity Committee Chair.	• Publish SRP Spring 2021. • Report findings Spring 2021, 2022, 2023.	• Dean • CCI Faculty Diversity Task Force • School Directors • Chair, Diversity Committee
Communicate the College's commitment to DEI to job seekers	• Require DEI Statement from all applicants.	• Count/percentage of applicant DEI Statements.	• Report findings Spring 2021, 2022, 2023. • Publication of resource listings Fall 2020.	• Dean • CCI Communications & Marketing Staff • School Directors

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

	• Create School-specific DEI resource listings for candidates.	• Publication of School-specific DEI resource listings (four total).		
Ensure current faculty, staff and administrators are prepared, committed and engaged with recruitment and retention efforts.	• Identify and publicize professional development events and workshop opportunities through the CCI listserv. • Recommend all faculty, staff and administrators complete STRIDE 1 workshop. • Recommend faculty, staff and administrators complete STRIDE 2 workshop. • Recommend faculty and staff participate in other DEI related opportunities as they become available and made known. • Incentivize participation in these programs.	• Count/percentage of faculty and staff reporting completion of STRIDE 1 workshop. • Count/percentage of faculty and staff reporting completion of STRIDE II workshop. • Inventory of other DEI professional development events and workshops completed by faculty and staff, with count of participants. • Implementation in annual reporting protocols and procedures for faculty. • Implementation in annual evaluation protocols and procedures for staff.	• Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Staff evaluations for 2020-21, 2021-22, 2022-23. • Review of bylaws to begin Fall 2021.	• Dean • School Directors
Enhance resources and career mentoring initiatives to support new faculty and staff hires from historically under-represented populations.	• Create transition guide and community resource listing for new hires relocating to Knoxville. • Develop, implement and evaluate a College-level Orientation for new faculty. • Develop, implement and evaluate a College-level Orientation for new staff. • Coordinate, implement, evaluate, and improve mentoring initiatives across Schools to enhance cohort	• Publication of transition guide. • Publication of policies and procedures for orientation plan for faculty. • Publication of policies and procedures for orientation plan for staff. • Count/percentage of new faculty and staff completing Orientation. • Publication of policies and procedures for enhanced mentoring program.	• Publication of transition guide Spring 2021. • Begin planning Faculty Orientation Fall 2020 • Begin planning Staff Orientation Fall 2020. • Launch New Staff Orientation Spring 2021. • Launch New Faculty Orientation Fall 2021. • Begin planning enhanced Faculty Mentoring Program Fall 2020.	• Dean • Associate Dean for Academic Programs and Director of Graduate Studies • Associate Dean for Research and Director of the Center for Information & Communication Studies • School Directors

	• effect among new College faculty, and to increase exposure and access to tenured faculty in other Schools. • Involve the Center for Information and Communication Studies for preparing new faculty for success in securing grant funding.	• Count/percentage of new faculty participating as mentees. • Count/percentage of established faculty participating as mentors. • Summative evaluation of Orientation for faculty. • Summative evaluation of Orientation for staff. • Summative evaluation of faculty mentoring program by mentees and mentors. • Annual summary report to Dean, Associate Deans, and School Directors.	• Launch Enhanced Faculty Mentoring Program Fall 2021. • Collect orientation evaluation data, as determined by schedule of New Faculty and New Staff orientations. • Collect mentoring evaluation data Spring 2022, 2023. • Report findings Spring 2022, 2023.	
Secure and provide funding to support advancement of historically underrepresented tenure-track/tenured and clinical faculty at the rank of assistant or associate professor.	• Provide funds to Schools to allow underrepresented tenured or tenure-track faculty to receive additional course releases, beyond what is already provided by the respective School. • Provide funds to Schools to allow underrepresented tenured or tenure track faculty to support research beyond what is already provided by the respective School. • Provide funds to Schools to allow underrepresented clinical faculty to receive course releases or additional pay to make significant contributions to teaching and learning, such as new course or program development, beyond what	• Count/percentage of tenure-track/tenured faculty receiving course releases. • Count/percentage of tenure-track/tenured faculty receiving additional funds to support research. • Count/percentage of clinical faculty receiving course releases to support advancements in teaching and learning. • Count/percentage of clinical faculty receiving funds to support advancements in teaching and learning. • Annual summary report to Dean, Associate Deans, and School Directors	• Begin planning Fall 2020. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Report aggregate funding provided Spring 2021, 2022, 2023.	• Dean • Budget Director • School Directors

	is already provided or required by the respective School.			

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Assess the current state of representation among current students and recent graduates, and devise appropriate benchmarks for increasing representation among underrepresented populations and international students	• Compile and analyze student demographic data for recent five-year period. • Encourage Schools to incorporate findings in their respective student recruitment and retention initiatives.	• Summary report to Dean, Associate Deans, and School Directors	• Report data Fall 2020 • School DAPs to be completed March 2021	• Dean • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • CCI Director of Global Programs and Outreach
Encourage, enable, and support schools' development and implementation of a proactive strategy for identifying and recruiting historically under-represented undergraduate, graduate & International applicants.	• Produce guide for undergraduate and graduate student recruitment and retention based on best practices. • Recommend that Schools assess and revise their respective student recruitment and retention initiatives based on guide. • Incentivize faculty participation in recruitment activities.	• Publication of Recruitment and Retention Guide (RRG) • Account for recruitment and retention strategic planning in each respective School's DAP, and procedures for assessing progress. • Review and modification, as needed, to College and School's respective bylaws for recognizing invisible work by faculty and staff.	• Publish Guide Spring 2021. • School DAPs to be completed March 2021. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Associate Dean for Academic Programs and Director of Graduate Studies • Marketing Communications Specialist • CCI Director of Global Programs and Outreach • CCI Undergraduate Committee • CCI Graduate Studies Committee • School Directors
Expand the College's involvement in undergraduate and graduate student recruitment events.	• Identify, compile and share recruitment events hosted by the Schools, College, University and community organizations. • Assess feasibility and interest in College undergraduate recruitment	• Compile listing, and include as appendix to RRG. • Count of attendees and summary description of undergraduate recruitment events held.	• Publish appendix to Guide Spring 2021. • Report aggregate application and enrollment data Summer 2021, 2022, 2023.	• Associate Dean for Academic Programs and Director of Graduate Studies • Center for Undergraduate Studies and Advising • School Directors

	events targeting specific populations and/or educational institutions, such as high schools and community colleges. • Assess feasibility and interest in College graduate recruitment events targeting specific populations; educational institutions, such as HBCUs and Hispanic Association of Colleges and Universities (HACUs); and industry. • Encourage Schools to identify and participate in events specific to their domains, and revise their respective student recruitment and retention initiatives accordingly. • Incentivize faculty participation in recruitment activities.	• Count of attendees and summary description of graduate recruitment events held. • Percentage increase in undergraduate applicants and enrollees from historically underrepresented populations. • Percentage increase in graduate student applicants and enrollees from historically underrepresented populations. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for recruitment and retention initiatives and accomplishments in each respective School's DAP, and procedures for assessing progress. • Review and modification, as needed, to College and School's respective bylaws for recognizing service work by faculty and staff.	• School DAPs to be completed March 2021. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• CCI Marketing Communications Specialist • School Directors of Undergraduate Studies • School Directors of Graduate Studies
Increase funding opportunities for students from historically underrepresented populations, for both incoming and continuing students.	• Devise fundraising goal for increasing need-based scholarships targeted at undergraduate and graduate students from historically underrepresented populations.	• Amount of funds raised. • Count of scholarships created. • Count of applicants and recipients of scholarships. • Retention rate for students receiving funds.	• Report findings Spring 2021, 2022, 2023	• Dean • Development Director • School Directors

	• Identify potential funders and solicit funds. • Promote initiative to College stakeholders.	• Annual progress report to Dean, Associate Deans, and School Directors.		
Identify, promote, and facilitate opportunities for service and leadership roles for students, and for recognizing student achievement.	• Grow membership and participation in the CCI Diversity Student Leaders Society (DSLS). • Encourage and support diverse students to apply for leadership positions within CCI and campus-wide. • Nominate diverse CCI students for school, college, university, and national awards. • Review existing CCI awards and recommend additional awards for promoting and fostering diversity, inclusion, and equity through service, leadership, and research, with academic merit a consideration but not requirement for conferring. • Encourage Schools to review existing awards and recommend additional awards for promoting and fostering diversity, inclusion, and equity through service, leadership, and research, with academic merit a consideration but not requirement for conferring.	• Count of DSLS members and officers. • Count and summary description of DSLS events held. • Count and summary description of DSLS-service projects held. • Count of student nominations and awards at school, college, university and national levels. • Count and brief description of new or revised CCI awards. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for enhanced student service and leadership accomplishments in each respective School's DAP. • Account for student nominations and awards in each respective School's DAP. • Account for new or revised School awards in each respective School's DAP. • Account for inclusion and count of student committee members in each respective School's DAP.	• Annual DSLS report. • Report aggregate achievement and award data Summer 2022, 2023. • School DAPs to be completed March 2021.	• Director of CCI Diversity Student Leaders Society • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • Faculty Advisors to School Student Organizations

	• Ensure undergraduate and graduate students are represented on School DEI committees.			
Request that faculty incorporate inclusive teaching practices, and ensure all teaching and learning materials are inclusive and accessible to all students.	• Identify and publicize resources through the CCI listserv. • Request that faculty adopt inclusive teaching practices in their course materials, including syllabi, lecture materials, assignment instructions, and rubrics; on their Canvas class sites; and in any class recordings. • Request that faculty participate in workshops and other professional development opportunities on inclusive teaching. • Require inclusion of CCI's Diversity Statement on course syllabi. • Require inclusion of the University Civility Statement and Students with Disabilities Statement on course syllabi. • Incentivize faculty participation.	• Inventory of inclusive teaching professional development events and workshops completed by faculty, with count/percentage of faculty reporting participation. • Percentage of faculty reporting inclusive teaching practices in their courses. • Percentage of syllabi with Diversity Statement • Percentage of syllabi with University Civility Statement • Percentage of syllabi with Disabilities Statement. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for adoption of inclusive teaching materials in each respective School's DAP. • Review and modification, as needed, to College and School's respective bylaws for recognizing invisible work by faculty and staff.	• Extrapolate and report on faculty participation from annual reporting for AYs 2021-22, 2022-23. • Report findings Spring 2021, 2022, 2023 • Review of bylaws to begin Fall 2021. • School DAPs to be completed March 2021.	• Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • School Curriculum Committees
Increase cultural competence to foster a more inclusive classroom environment.	• Identify and publicize resources through the CCI listserv. • Encourage faculty to participate in workshops and other professional development opportunities	• Inventory of professional development events and workshops completed by faculty, with count/percentage of faculty reporting participation.	• Extrapolate and report on faculty participation from annual reporting for AYs 2021-22, 2022-23. • Review of bylaws to begin Fall 2021.	• Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • School Curriculum Committees

	to increase their cultural competence. • Encourage and support faculty to design their course to ensure that students have the cultural competency tools they need to be successful in a diverse work environment. • Incentivize faculty participation.	• Percentage of faculty reporting inclusion of cultural competency content in their course materials. • Account for adoption of such course materials in each respective School's DAP.	• School DAPs to be completed March 2021.	

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase engagement with community organizations that serve diverse populations in the Knoxville area and across the state.	• Identify and compile a list of professional organizations that serve diverse populations. • Invite community organizations to participate in CCI events, such as Diversity & Inclusion Week, Social Media Week, speaker series/webinars, classroom guest-speaker opportunities, and job and research fairs, and make explicit in College's Strategic Communication Plan (see Goal 1). • Ensure events are accessible regardless of proximity by streaming events and providing access to recordings (See Goal 1).	• Compile listing, and include as appendix to SCP. • Account for engagement and partnership building in each respective School's DAP.	• Publish SCP appendix Spring 2022. • School DAPs to be completed March 2021.	• Director of Global Programs and Outreach • CCI Marketing and Communications Staff • Chair, CCI Diversity Committee • School Directors

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[2] People from various cultural, racial, and ethnic backgrounds.

	• Encourage and support Schools in engagement with community organizations for advancing partnerships, educational outreach, and research opportunities for their respective programs.			
Identify and engage with minority-owned businesses in the Knoxville area and across the state.	• Identify and compile a list of minority-owned businesses locally and around the state. • Invite businesses to participate in CCI events, such as Diversity & Inclusion Week, Social Media Week, speaker series/webinars, classroom guest-speaker opportunities, and job and research fairs, and make explicit in College's Strategic Communication Plan (see Goal 1). • Ensure events are accessible regardless of proximity by streaming events and providing access to recordings. • Encourage Schools to engage with minority-owned businesses for advancing partnerships, educational outreach, and research opportunities for their respective programs.	• Compile listing, and include as appendix to SCP. • Account for engagement and partnership building in each respective School's DAP.	• Publish SCP appendix Spring 2022. • School DAPs to be completed March 2021.	• Director of Global Programs & Outreach • CCI Marketing and Communications Staff • Chair, Diversity Committee • School Directors
Research and expand ways to create partnerships with DEI-focused organizations through curricular and co-curricular activities.	• Propose potential areas of collaboration with DEI-focused organizations, including applied research	• Publication of Strategic Partnership Plan (SPP). • DAP revised.	• Publish SCP Spring 2022. • Revise CCI DAP Fall 2021. • School DAPs to be completed March 2021.	• Dean • Associate Dean for Research and Director of the Center for Information & Communication Studies

	and experiential learning opportunities.	• Account for continuing education in each respective School's DAP.		• Associate Dean for Academic Programs and Director of Graduate Studies
	• Propose potential areas of collaboration with businesses, including mentorship, internships, and continuing-education opportunities.	• Plan for collecting and reporting data on partnering and engaging with diverse communities in each respective School's DAP.		• Director of Global Programs and Outreach
	• Enhance and expand opportunities for educational and research engagement globally.			• School Directors
	• Investigate the feasibility of creating an on-campus and/or virtual incubator space at CCI for use by community organizations and/or businesses to collaborate with CCI faculty, staff and students, and to provide access to needed resources, such as computing facilities and library databases.			
	• Revise CCI Diversity Action Plan (DAP) accordingly, as initiatives advance.			
	• Request that each School plan and host at least one complimentary continuing education workshop or professional development events for community organizations and/or minority-owned businesses biennially.			
	• Request that each School implement a data-collection plan to evidence			

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	partnerships and engagement with diverse communities through joint research endeavors, experiential and service learning, and student placements via internships and practicums.			
Continue to grow and enhance opportunities for CCI students, staff, and faculty to serve, lead, and partner at the local, regional, state, national and global levels.	• Support development of affinity groups among CCI faculty and students for supporting shared interests in research, community engagement, and professional practice for specific diverse communities. • Encourage and support Schools to introduce new student professional association chapters serving underrepresented populations in their respective domains. • Encourage and support Schools to continue to provide professional development funds for faculty to seek out new partners and collaborators through participation and leadership in professional associations.	• Account for count of affinity groups, and their respective members and activities, by School or Schools (if joint effort). • Account for number of new student chapter(s), and their respective leaders, members and events, by School.	• Annual DSLS report • School DAPs to be completed March 2021. • Schools to report activity annually, beginning AY 2020-21. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Director of CCI Diversity Student Leaders Society • School Directors

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Ensure that Schools regularly review their commitment and	• Review and revise, as necessary, School's	• Revise program outcomes for CCI Master's Program–	• Update to CCI's Master Program – Strategic and	• Associate Dean for Academic Programs and

attention to DEI and inter-cultural perspectives in their curriculum.	undergraduate and graduate academic programs' outcomes. • Review and revise, as necessary, College's graduate academic program outcomes. • Create, review and revise, as warranted, School's respective diversity statements	Strategic and Digital Communication (SDC) (at minimum, include date outcomes reviewed and reaffirmed if no changes made) • Account for review and revision to program outcomes and diversity statements accommodated in each respective School's DAP.	Digital Communication Spring 2021. • School DAPs to be completed March 2021.	Director of Graduate Studies • SDC Program Director • School Directors
Ensure instructors recognize the importance of and are prepared for incorporating intercultural perspectives to course content.	• Promote and provide professional development opportunities for instructors to receive guidance incorporating intercultural perspectives to their courses, as well as other ways in which to address topics relating to diversity, equity, inclusion, and cultural competence. • Work with Teaching and Learning Innovation to sponsor an online workshop(s) for all College instructors. • Ensure workshop is accessible regardless of time conflicts by recording and providing access.	• Count/percentage of full-time faculty completing workshop. • Count/percentage of part-time faculty completing workshop. • Count of asynchronous viewings.	• Begin planning Fall 2020. • Hold workshop Spring 2021, 2023.	• Associate Dean for Academic Programs and Director of Graduate Studies
Encourage, enable, and support Schools' development and implementation of curriculum addressing DEI, and fostering cultural competence.	• Request inclusion of course materials from diverse perspectives. • Request inclusion of DEI and cultural competency in courses.	• Deployment of course content mechanism for all CCI courses. • Count/percentage of submissions received. • Count/percentage of instructors reporting	• Launch tool January 2021. • Report course content feedback end of Spring semester 2021, 2022, 2023. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Director of Technology • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

	• Request guest speakers to speak on DEI and cultural competency topics, when appropriate, as well as guest speakers from historically underrepresented populations. • Request that faculty participate in teaching opportunities, such as the Diplomacy Lab, for exposing students to other cultures. • Incentivize faculty participation. • Develop web-based mechanism for gathering information on DEI and cultural competency content in courses. • Mandate participation in providing DEI and cultural competency content in courses.	undergraduate course content addressing diverse perspectives, DEI and cultural competence. • Count/percentage of instructors reporting graduate course content addressing diverse perspectives, DEI and cultural competence. • Count of guest speakers and count of courses/ percentage with diverse guest speakers. • Annual summary report of course content data submitted to Dean, Associate Deans and School Directors.		
Increase student opportunity for cross-cultural experiences and exposure.	• Enhance and prominently promote web-based and print materials for CCI Global Programs; specifically, cooperate with Center for Undergraduate Studies and Advising to ensure undergraduate students are informed of opportunities. • Review and enhance, as warranted, CCI Global Programs, including opportunities for field	• Count of Global Programs offered through CCI, and students participating. • Count of students participating in field study, internships and experiential learning through Global Programs. • Annual summary report submitted to Dean, Associate Deans and School Directors. • Funds raised to provide financial support participation of under-	• Annual Global Programs Report for AYS 2020-21, 2021-22 and 2022-23.	• Director of Global Programs and Outreach • Dean • Director of Development • School Directors

	study, internships and experiential learning.	represented students in study abroad programs		
	• Identify barriers to students' readiness and ability, such as financial limitations or accessibility concerns, to participate in such opportunities, and propose strategies for reducing barriers. • Increase number of students participating in study abroad programming.			

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase readiness of future educators to be inclusive and to support diverse people, ideas, and cultures.	• Create graduate-level workshop on inclusive teaching for PhD students. • Require all CCI graduate students who teach or plan to teach for CCI to complete the workshop. • Assess and enhance CCI's existing approach to mentoring doctoral students to become future faculty. • Incentivize faculty to participate. • Encourage PhD students to participate in programs and workshops from the Graduate and Professional Student Professional Development imitative and the Graduate School's Best	• Development of workshop. • Workshop offered on biennial basis. • Count/percentage of graduate students completing the workshop. • Identification of enhancements to CCI's current approach to mentoring doctoral students to become future faculty. • Count/percentage of students participating in mentoring. • Count/percentage of faculty participating. • Inventory of professional development programs and workshops completed by PhD students, with count/percentage of PhD	• Begin workshop planning Spring 2022. • Launch workshop Fall 2022. • Begin assessing current approach to mentoring Spring 2022. • Launch enhanced approach to doctoral student mentoring in Fall 2022. • Extrapolate and report on faculty participation from annual reporting for AYs 2022-23. • Extrapolate and report on PhD student participation from annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Associate Dean for Academic Programs and Director of Graduate Studies • Chair, CCI Graduate Studies Committee

	Practices in Teaching Program.	students reporting participation.		
Enhance culture of DEI among graduate students through co-curricular activities.	• Promote participation in the CCI Graduate Student Association (GSA). • Assign at least one member of GSA to serve on CCI Diversity committee to advocate for and represent the needs of graduate students. • In collaboration with GSA, commit annually to sponsoring at least one research seminar by an established scholar from an underrepresented population, providing funding for travel and an honorarium. • Ensure seminars are accessible regardless of proximity by streaming events and providing access to recordings. • In collaboration with Global Programs and Outreach, Schools, and/or CICS support the hosting of international scholars and encourage collaboration with graduate students through guest lectures, brown bag sessions, and other opportunities to collaborate.	• Count/percentage of students in GSA. • Count of research seminars held. • Count of Master's-level student attendees, on-campus and online. • Count of PhD student attendees, on-campus and online. • Count of asynchronous viewings. • Count of International Scholars hosted. • Annual summary report to Dean, Associate Deans, School Directors, Diversity Committee Chair and GSA.	• Appoint GSA Member to CCI Diversity Committee Fall 2020, 2021, 2022. • Research seminar(s) held AYs 2020-21, 2021-22, 2022-23. • Report findings Spring 2021, 2022, 2023.	• Associate Dean for Academic Programs and Director of Graduate Studies • Associate Dean for Research and CICS Director • Director of Global Programs and Outreach • School Directors • Officers, CCI Graduate Student Association
Encourage participation in events focused on enhancing understanding of issues of	• Ensure that graduate students receive instruction and guidance on creating	• Develop and hold workshop on creating Diversity	• Begin planning Workshop Fall 2020	• Associate Dean for Academic Programs and

DEI for professional development.	diversity statements for use on the job market. • Create webpage listing resources for identifying professional development opportunities for PhD students, to complement content already published on the CCI doctoral program webpages. • In collaboration with GSA, Identify and publicize professional development events through the CCI listserv. • Recommend graduate students attend applicable events, such as Safe Zone workshops, STRIDE workshops, and Teaching and Learning Innovation events. • Revise PhD students' annual reporting procedures to incentivize participation.	statements for use on the academic job market. • Count/percentage of graduate students completing workshop. • Count/percentage of PhD students reporting completion of Safe Zone at UT, Tier 1 workshop. • Count/percentage of PhD students reporting completion of Safe Zone at UT, Tier 2 workshop. • Count/percentage of PhD students reporting completion of STRIDE 1 workshop. • Count/percentage of PhD students reporting completion of STRIDE II workshop. • Count/percentage of PhD students reporting participation in activities through Teaching and Learning Innovation's "Developing Future Faculty Initiative." • Inventory of other professional development events completed by PhD students, with count/percentage of PhD students reporting participation. • Account for all other graduate students' participation, at Master's-level, accommodated in	• Hold Workshop Spring 2021, 2022, 2023 • Publication of resource listing to be completed Spring 2021. • Extrapolate and report on PhD student participation from annual reporting for AYs 2021-22, 2022-23. • School DAPs to be completed March 2021.	Director of Graduate Studies • Chair, CCI Graduate Studies Committee • School Directors

		each respective School's DAP.		
Secure and provide funding to support the research of historically underrepresented PhD students.	• Provide funds to Schools to allow historically underrepresented PhD students to support their dissertation research, beyond what is already provided by the respective School. Funds may be used to support data collection, conference travel, or other activities that advance their research programs.	• Count/percentage of PhD students receiving additional funds to support research. • Annual summary report to Dean, Associate Deans, and School Directors	• Begin planning Fall 2020. • Make funds available beginning Spring 2021. • Report aggregate funding provided Spring 2021, 2022, 2023.	• Dean • Budget Director • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

Diversity Action Plan (December 15, 2020)

College or Vice-Chancellor Unit: College of Communication and Information

Mission of the College or Vice Chancellor Unit:

We are a diverse and inclusive community that creates change by inspiring our students and pursuing scholarship and engagement that make a difference. We shape socially conscious, ethical leaders who use communication and information to solve problems. We ignite the Volunteer Spirit to light the way for research, teaching, and service.

Note: The Diversity Action Plan for the College of Communication and Information reflects goals for the college, including objectives and actions involving all of the four affiliated schools (School of Journalism and Electronic Media, School of Communication Studies, School of Advertising and Public Relations, and School of Information Sciences). Some specific objectives and actions described below will be addressed in required school-level Diversity Action Plans.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Create college-level administrative position to champion, direct, and evaluate the CCI's diversity, equity, and inclusion (DEI) efforts.	• Secure, support, and establish a new position (e.g., Director of DEI). • Conduct internal search to fill position. • Revise CCI Diversity Action Plan (DAP) accordingly, including in regard to responsible party(ies).	• Position description approved. • Position successfully filled. • DAP revised.	• Begin planning Fall 2020. • Conduct search in Spring 2021 and appoint by Fall 2021. • Revise CCI DAP Fall 2021.	• Dean • CCI Administrative Committee
Raise awareness and share expertise with the campus and local community through CCI's annual Diversity and Inclusion Week.	• Hold CCI Diversity and Inclusion Week annually, being agile in response to current and pressing issues on campus, in the local community, and at the national level. • Ensure that speakers and panelists are demographically diverse in terms of race, ethnicity, gender identity, ability, and/or sexuality.	• Approximate count of total on-campus and online synchronous attendees. • Count of CCI student attendees. • Count of asynchronous viewings. • Count of keynotes, panels, and workshops held. • Count of presenters and panelists and evaluation of demographic diversity.	• Event Planning Summer 2021, 2022. • Event held Fall 2020, 2021, 2022. • Report findings Fall 2020, 2021, 2022.	• Director of CCI Diversity Student Leaders Society • CCI Diversity and Inclusion Week Planning Committee

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	• Ensure events are accessible regardless of proximity by streaming events and providing access to recordings.	• Qualitative and quantitative data collected from evaluation survey. • Annual summary report to Dean, School Directors, and College.		
Commit to ongoing planning, review, and revision of DEI practices, policies, and guidelines.	• Maintain CCI Diversity Committee comprised of faculty and staff, and improve by introducing undergraduate and graduate student participation. • Review, reconfirm, or revise CCI's Diversity Statement biennially. • Propose, review, and revise DEI-aligned policies and guidelines, including the CCI DAP. • Coordinate with other DEI-aligned College diversity initiatives and ad hoc committee(s) to avoid duplication of effort and consolidate goals and activities.	• Count of members, charges, meetings. • Annual report of accomplishments submitted to the Dean and School Directors.	• Recruit student members beginning Fall 2020. • Report accomplishments at end of Spring semester 2021, 2022, 2023.	• Chair, CCI Diversity Committee • CCI Diversity Committee members
Encourage, enable and support development and implementation of Schools' Diversity Action Plans (DAPs).	• Direct Schools to revise their respective previously published DAPs, for implementation beginning Spring 2021. • Require biennial progress reports. • Direct schools to appoint a faculty member to serve as Diversity, Equity and Inclusion Officer, or similar	• Count/percentage of DAPs completed and published to the CCI and respective School's website. • Count/percentage of Schools with DEI Officer or equivalent. • Summary data of Schools' progress in accomplishing DAP action items.	• Begin School DAP planning Fall 2020 • School DAPs completed March 2021. • Report progress Fall 2021 and Spring 2023.	• Dean • School Directors • School DEI Committee members

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	role, to facilitate their respective DAP progress and to serve on the College's Diversity Committee.			
Evidence awareness of the current climate that enables and endangers DEI at the College.	• Derive data collection instrument from available resources, including UT's Office of Diversity and Engagement. • Administer survey biennially to faculty, staff, and students. • Identify other data-collection initiatives at School-level (e.g., exit surveys of graduates; focus group listening sessions with current students), and select and compile summary data relating to DEI perceptions, preferences, and practices. • Disseminate findings to the CCI community.	• Completion of data collection instrument. • Count/percentage of faculty, staff, and students completing the survey. • Summary data from School-led data collection initiatives. • Report of survey findings and School-level data submitted to Dean. • Summary report of aggregate data submitted to faculty, staff, and students.	• Begin planning Fall 2020. • Finalize data collection instrument Spring 2021. • Administer survey Spring 2021/2023. • Report findings Summer 2021, 2023.	• Associate Dean for Research and Director of the Center for Information & Communication Studies • Chair, CCI Diversity Committee
Enable and maintain clear on-going processes for community members to reflect and provide feedback on the current climate, and to effectively and efficiently identify and respond to emerging recommendations, needs, or concerns.	• Develop anonymous web-based mechanism for gathering quantitative and qualitative feedback on college climate from CCI faculty, staff, and students. • Communicate availability of feedback mechanism to the CCI community. • As warranted and appropriate, share faculty, staff and student concerns	• Deployment of feedback mechanism. • Count of submissions received. • Annual summary report of feedback and recommendations submitted to Dean, School Directors and CCI Diversity Committee Chair.	• Launch tool January 2021. • Report feedback end of Spring semester 2021, 2022, 2023.	• Director of Technology • Associate Dean for Research • Chair, CCI Diversity Committee

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	with CCI administrators and respective School Directors. • Share recommendations and needs with CCI Diversity Committee.			
Demonstrate, raise awareness, and share information about the College's DEI activities in written and verbal communications.	• Create a strategic communication plan (SCP) that incorporates best practices for inclusive and respectful language and style, and defines DEI terminology for consistent use across the College. • As part of SCP, publish and prominently promote CCI's Diversity Statement on the CCI website and in welcoming new community members and visitors. • As part of SCP, regularly communicate progress on action items and achieving metrics/benchmarks. • Ensure all communication, including web-based materials, follows Web Content Accessibility Guidelines (WCAG). • Request that faculty, staff and PhD students update people directories to demonstrate inclusivity, such as use of preferred pronouns, language fluency(ies), and first-generation-student status. • Request that all faculty, staff, and PhD students	• Publication of Strategic Communication Plan (SCP). • Percentage of web spaces in the College's domain, including all School websites, in compliance with Web Content Accessibility Guidelines (WCAG). • Count/percentage of Schools adopting Strategic Communication Plan. • Count/percentage of people listed to CCI and School directory pages that included preferred pronouns. • Count/percentage of people and count of unique languages listed to CCI and School directory pages • Count/percentage of people listing first-generation status to CCI and School directory pages. • Count/percentage of people posting headshots to CCI and School directory pages. • Summary report of diversity and inclusion metrics specific to the College	• Publish SCP Spring 2021. • Begin updates to people directories Fall 2020. • Collect and report opt-in data Spring 2021. • Report D&I metrics when made available from the University.	• CCI Information/Communication Specialist • Chair, CCI Technology Committee. • Chair, Diversity Committee • School Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	update people directories with headshots. • Review diversity and inclusion (D&I) metrics published by UT and report out to the College.	submitted to Dean, faculty, staff and students.		
Encourage faculty, staff, and administrators' participation in professional development events and workshops for enhanced understanding of issues concerning DEI.	• Identify and publicize professional development events and workshop opportunities through the CCI listserv. • Recommend faculty and staff complete the Pride Center's Safe Zone at UT Tier 1 and Tier 2 workshops. • Recommend faculty and staff participate in Diversi-Tea from Teaching and Learning Innovation. • Recommend faculty and staff participate in the Lunch and Learn Lecture Series from UT Libraries' Diversity Committee. • Recommend faculty and staff participate in other opportunities as they become available and made known. • Incentivize participation in these programs.	• Count/percentage of faculty and staff reporting completion of Safe Zone at UT, Tier 1 workshop. • Count/percentage of completion of Safe Zone at UT, Tier 2 workshop. • Count/percentage of faculty and staff reporting participation in 1 or more Diversi-Tea events. • Count/percentage of faculty and staff reporting participation in 1 or more Lunch and Learn Lectures. • Inventory of other professional development events and workshops completed by faculty and staff, with count of participants. • Review and modification, as needed, to College and School's respective bylaws for enhancing recognition professional development and service by faculty and staff. • Implementation in annual reporting protocols and procedures for faculty.	• Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Staff evaluations for 2020-21, 2021-22, 2022-23. • Review of bylaws to begin in Fall 2021.	• Dean • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
		• Implementation in annual evaluation protocols and procedures for staff.		

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Develop and implement a proactive strategy for identifying and recruiting historically under-represented applicants for full-time faculty, staff, and administrative positions and part-time lecturer positions.	• Create a Strategic Recruitment Plan (SRP) that identifies best practices and opportunities, incorporating guidance from various campus offices (e.g., Provost's Office, OED, DEI, etc.). • Identify new channels for advertising vacancies to historically underrepresented populations. • Review job postings to ensure use of inclusive language. • Compile and analyze search data to evaluate efficacy of recruitment efforts.	• Publication of SRP. • Count/brief description of channels for recruitment. • Percentage of postings with inclusive language. • Annual summary report to Dean, Associate Deans, School Directors, and Diversity Committee Chair.	• Publish SRP Spring 2021. • Report findings Spring 2021, 2022, 2023.	• Dean • CCI Faculty Diversity Task Force • School Directors • Chair, Diversity Committee
Communicate the College's commitment to DEI to job seekers	• Require DEI Statement from all applicants.	• Count/percentage of applicant DEI Statements.	• Report findings Spring 2021, 2022, 2023. • Publication of resource listings Fall 2020.	• Dean • CCI Communications & Marketing Staff • School Directors

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

	• Create School-specific DEI resource listings for candidates.	• Publication of School-specific DEI resource listings (four total).		
Ensure current faculty, staff and administrators are prepared, committed and engaged with recruitment and retention efforts.	• Identify and publicize professional development events and workshop opportunities through the CCI listserv. • Recommend all faculty, staff and administrators complete STRIDE 1 workshop. • Recommend faculty, staff and administrators complete STRIDE 2 workshop. • Recommend faculty and staff participate in other DEI related opportunities as they become available and made known. • Incentivize participation in these programs.	• Count/percentage of faculty and staff reporting completion of STRIDE 1 workshop. • Count/percentage of faculty and staff reporting completion of STRIDE II workshop. • Inventory of other DEI professional development events and workshops completed by faculty and staff, with count of participants. • Implementation in annual reporting protocols and procedures for faculty. • Implementation in annual evaluation protocols and procedures for staff.	• Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Staff evaluations for 2020-21, 2021-22, 2022-23. • Review of bylaws to begin Fall 2021.	• Dean • School Directors
Enhance resources and career mentoring initiatives to support new faculty and staff hires from historically under-represented populations.	• Create transition guide and community resource listing for new hires relocating to Knoxville. • Develop, implement and evaluate a College-level Orientation for new faculty. • Develop, implement and evaluate a College-level Orientation for new staff. • Coordinate, implement, evaluate, and improve mentoring initiatives across Schools to enhance cohort	• Publication of transition guide. • Publication of policies and procedures for orientation plan for faculty. • Publication of policies and procedures for orientation plan for staff. • Count/percentage of new faculty and staff completing Orientation. • Publication of policies and procedures for enhanced mentoring program.	• Publication of transition guide Spring 2021. • Begin planning Faculty Orientation Fall 2020 • Begin planning Staff Orientation Fall 2020. • Launch New Staff Orientation Spring 2021. • Launch New Faculty Orientation Fall 2021. • Begin planning enhanced Faculty Mentoring Program Fall 2020.	• Dean • Associate Dean for Academic Programs and Director of Graduate Studies • Associate Dean for Research and Director of the Center for Information & Communication Studies • School Directors

	effect among new College faculty, and to increase exposure and access to tenured faculty in other Schools. • Involve the Center for Information and Communication Studies for preparing new faculty for success in securing grant funding.	• Count/percentage of new faculty participating as mentees. • Count/percentage of established faculty participating as mentors. • Summative evaluation of Orientation for faculty. • Summative evaluation of Orientation for staff. • Summative evaluation of faculty mentoring program by mentees and mentors. • Annual summary report to Dean, Associate Deans, and School Directors.	• Launch Enhanced Faculty Mentoring Program Fall 2021. • Collect orientation evaluation data, as determined by schedule of New Faculty and New Staff orientations. • Collect mentoring evaluation data Spring 2022, 2023. • Report findings Spring 2022, 2023.	
Secure and provide funding to support advancement of historically underrepresented tenure-track/tenured and clinical faculty at the rank of assistant or associate professor.	• Provide funds to Schools to allow underrepresented tenured or tenure-track faculty to receive additional course releases, beyond what is already provided by the respective School. • Provide funds to Schools to allow underrepresented tenured or tenure track faculty to support research beyond what is already provided by the respective School. • Provide funds to Schools to allow underrepresented clinical faculty to receive course releases or additional pay to make significant contributions to teaching and learning, such as new course or program development, beyond what	• Count/percentage of tenure-track/tenured faculty receiving course releases. • Count/percentage of tenure-track/tenured faculty receiving additional funds to support research. • Count/percentage of clinical faculty receiving course releases to support advancements in teaching and learning. • Count/percentage of clinical faculty receiving funds to support advancements in teaching and learning. • Annual summary report to Dean, Associate Deans, and School Directors	• Begin planning Fall 2020. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Report aggregate funding provided Spring 2021, 2022, 2023.	• Dean • Budget Director • School Directors

	is already provided or required by the respective School.			

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Assess the current state of representation among current students and recent graduates, and devise appropriate benchmarks for increasing representation among underrepresented populations and international students	• Compile and analyze student demographic data for recent five-year period. • Encourage Schools to incorporate findings in their respective student recruitment and retention initiatives.	• Summary report to Dean, Associate Deans, and School Directors	• Report data Fall 2020 • School DAPs to be completed March 2021	• Dean • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • CCI Director of Global Programs and Outreach
Encourage, enable, and support schools' development and implementation of a proactive strategy for identifying and recruiting historically under-represented undergraduate, graduate & International applicants.	• Produce guide for undergraduate and graduate student recruitment and retention based on best practices. • Recommend that Schools assess and revise their respective student recruitment and retention initiatives based on guide. • Incentivize faculty participation in recruitment activities.	• Publication of Recruitment and Retention Guide (RRG) • Account for recruitment and retention strategic planning in each respective School's DAP, and procedures for assessing progress. • Review and modification, as needed, to College and School's respective bylaws for recognizing invisible work by faculty and staff.	• Publish Guide Spring 2021. • School DAPs to be completed March 2021. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Associate Dean for Academic Programs and Director of Graduate Studies • Marketing Communications Specialist • CCI Director of Global Programs and Outreach • CCI Undergraduate Committee • CCI Graduate Studies Committee • School Directors
Expand the College's involvement in undergraduate and graduate student recruitment events.	• Identify, compile and share recruitment events hosted by the Schools, College, University and community organizations. • Assess feasibility and interest in College undergraduate recruitment	• Compile listing, and include as appendix to RRG. • Count of attendees and summary description of undergraduate recruitment events held.	• Publish appendix to Guide Spring 2021. • Report aggregate application and enrollment data Summer 2021, 2022, 2023.	• Associate Dean for Academic Programs and Director of Graduate Studies • Center for Undergraduate Studies and Advising • School Directors

	events targeting specific populations and/or educational institutions, such as high schools and community colleges. • Assess feasibility and interest in College graduate recruitment events targeting specific populations; educational institutions, such as HBCUs and Hispanic Association of Colleges and Universities (HACUs); and industry. • Encourage Schools to identify and participate in events specific to their domains, and revise their respective student recruitment and retention initiatives accordingly. • Incentivize faculty participation in recruitment activities.	• Count of attendees and summary description of graduate recruitment events held. • Percentage increase in undergraduate applicants and enrollees from historically underrepresented populations. • Percentage increase in graduate student applicants and enrollees from historically underrepresented populations. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for recruitment and retention initiatives and accomplishments in each respective School's DAP, and procedures for assessing progress. • Review and modification, as needed, to College and School's respective bylaws for recognizing service work by faculty and staff.	• School DAPs to be completed March 2021. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• CCI Marketing Communications Specialist • School Directors of Undergraduate Studies • School Directors of Graduate Studies
Increase funding opportunities for students from historically underrepresented populations, for both incoming and continuing students.	• Devise fundraising goal for increasing need-based scholarships targeted at undergraduate and graduate students from historically underrepresented populations.	• Amount of funds raised. • Count of scholarships created. • Count of applicants and recipients of scholarships. • Retention rate for students receiving funds.	• Report findings Spring 2021, 2022, 2023	• Dean • Development Director • School Directors

	• Identify potential funders and solicit funds. • Promote initiative to College stakeholders.	• Annual progress report to Dean, Associate Deans, and School Directors.		
Identify, promote, and facilitate opportunities for service and leadership roles for students, and for recognizing student achievement.	• Grow membership and participation in the CCI Diversity Student Leaders Society (DSLS). • Encourage and support diverse students to apply for leadership positions within CCI and campus-wide. • Nominate diverse CCI students for school, college, university, and national awards. • Review existing CCI awards and recommend additional awards for promoting and fostering diversity, inclusion, and equity through service, leadership, and research, with academic merit a consideration but not requirement for conferring. • Encourage Schools to review existing awards and recommend additional awards for promoting and fostering diversity, inclusion, and equity through service, leadership, and research, with academic merit a consideration but not requirement for conferring.	• Count of DSLS members and officers. • Count and summary description of DSLS events held. • Count and summary description of DSLS-service projects held. • Count of student nominations and awards at school, college, university and national levels. • Count and brief description of new or revised CCI awards. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for enhanced student service and leadership accomplishments in each respective School's DAP. • Account for student nominations and awards in each respective School's DAP. • Account for new or revised School awards in each respective School's DAP. • Account for inclusion and count of student committee members in each respective School's DAP.	• Annual DSLS report. • Report aggregate achievement and award data Summer 2022, 2023. • School DAPs to be completed March 2021.	• Director of CCI Diversity Student Leaders Society • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • Faculty Advisors to School Student Organizations

	• Ensure undergraduate and graduate students are represented on School DEI committees.			
Request that faculty incorporate inclusive teaching practices, and ensure all teaching and learning materials are inclusive and accessible to all students.	• Identify and publicize resources through the CCI listserv. • Request that faculty adopt inclusive teaching practices in their course materials, including syllabi, lecture materials, assignment instructions, and rubrics; on their Canvas class sites; and in any class recordings. • Request that faculty participate in workshops and other professional development opportunities on inclusive teaching. • Require inclusion of CCI's Diversity Statement on course syllabi. • Require inclusion of the University Civility Statement and Students with Disabilities Statement on course syllabi. • Incentivize faculty participation.	• Inventory of inclusive teaching professional development events and workshops completed by faculty, with count/percentage of faculty reporting participation. • Percentage of faculty reporting inclusive teaching practices in their courses. • Percentage of syllabi with Diversity Statement • Percentage of syllabi with University Civility Statement • Percentage of syllabi with Disabilities Statement. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for adoption of inclusive teaching materials in each respective School's DAP. • Review and modification, as needed, to College and School's respective bylaws for recognizing invisible work by faculty and staff.	• Extrapolate and report on faculty participation from annual reporting for AYs 2021-22, 2022-23. • Report findings Spring 2021, 2022, 2023 • Review of bylaws to begin Fall 2021. • School DAPs to be completed March 2021.	• Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • School Curriculum Committees
Increase faculty awareness of implicit bias in teaching and learning, and faculty's cultural competence to foster a more inclusive classroom environment, and encourage faculty to	• Identify and publicize resources through the CCI listserv. • Request that faculty participate in workshops and other professional development opportunities	• Inventory of professional development events and workshops completed by faculty, with count/percentage of faculty reporting participation.	• Extrapolate and report on faculty participation from annual reporting for AYs 2021-22, 2022-23. • Review of bylaws to begin Fall 2021.	• Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • School Curriculum Committees

incorporate implicit bias, antiracism, and allyship curricula into their courses.	addressing implicit bias, antiracism and allyship. • Encourage and support faculty to incorporate implicit bias, antiracism, and allyship curricula in their courses, where appropriate. • Incentivize faculty participation.	• Percentage of faculty reporting inclusion of implicit bias, antiracism, and allyship materials in their course materials. • Account for adoption of such course materials in each respective School's DAP.	• School DAPs to be completed March 2021.	

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase engagement with community organizations that serve diverse populations in the Knoxville area and across the state.	• Identify and compile a list of professional organizations that serve diverse populations. • Invite community organizations to participate in CCI events, such as Diversity & Inclusion Week, Social Media Week, speaker series/webinars, classroom guest-speaker opportunities, and job and research fairs, and make explicit in College's Strategic Communication Plan (see Goal 1). • Ensure events are accessible regardless of proximity by streaming events and providing access to recordings (See Goal 1). • Encourage and support Schools in engagement with	• Compile listing, and include as appendix to SCP. • Account for engagement and partnership building in each respective School's DAP.	• Publish SCP appendix Spring 2022. • School DAPs to be completed March 2021.	• Director of Global Programs and Outreach • CCI Marketing and Communications Staff • Chair, CCI Diversity Committee • School Directors

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[2] People from various cultural, racial, and ethnic backgrounds.

	community organizations for advancing partnerships, educational outreach, and research opportunities for their respective programs.			
Identify and engage with minority-owned businesses in the Knoxville area and across the state.	• Identify and compile a list of minority-owned businesses locally and around the state. • Invite businesses to participate in CCI events, such as Diversity & Inclusion Week, Social Media Week, speaker series/webinars, classroom guest-speaker opportunities, and job and research fairs, and make explicit in College's Strategic Communication Plan (see Goal 1). • Ensure events are accessible regardless of proximity by streaming events and providing access to recordings. • Encourage Schools to engage with minority-owned businesses for advancing partnerships, educational outreach, and research opportunities for their respective programs.	• Compile listing, and include as appendix to SCP. • Account for engagement and partnership building in each respective School's DAP.	• Publish SCP appendix Spring 2022. • School DAPs to be completed March 2021.	• Director of Global Programs & Outreach • CCI Marketing and Communications Staff • Chair, Diversity Committee • School Directors
Research and expand ways to create partnerships with DEI-focused organizations through curricular and co-curricular activities.	• Propose potential areas of collaboration with DEI-focused organizations, including applied research and experiential learning opportunities.	• Publication of Strategic Partnership Plan (SPP). • DAP revised. • Account for continuing education in each respective School's DAP.	• Publish SCP Spring 2022. • Revise CCI DAP Fall 2021. • School DAPs to be completed March 2021.	• Dean • Associate Dean for Research and Director of the Center for Information & Communication Studies • Associate Dean for Academic Programs and

	• Propose potential areas of collaboration with businesses, including mentorship, internships, and continuing-education opportunities. • Enhance and expand opportunities for educational and research engagement globally. • Investigate the feasibility of creating an on-campus and/or virtual incubator space at CCI for use by community organizations and/or businesses to collaborate with CCI faculty, staff and students, and to provide access to needed resources, such as computing facilities and library databases. • Revise CCI Diversity Action Plan (DAP) accordingly, as initiatives advance. • Request that each School plan and host at least one complimentary continuing education workshop or professional development events for community organizations and/or minority-owned businesses biennially. • Request that each School implement a data-collection plan to evidence partnerships and engagement with diverse	• Plan for collecting and reporting data on partnering and engaging with diverse communities in each respective School's DAP.		Director of Graduate Studies • Director of Global Programs and Outreach • School Directors

	communities through joint research endeavors, experiential and service learning, and student placements via internships and practicums.			
Continue to grow and enhance opportunities for CCI students, staff, and faculty to serve, lead, and partner at the local, regional, state, national and global levels.	• Support development of affinity groups among CCI faculty and students for supporting shared interests in research, community engagement, and professional practice for specific diverse communities. • Encourage and support Schools to introduce new student professional association chapters serving underrepresented populations in their respective domains. • Encourage and support Schools to continue to provide professional development funds for faculty to seek out new partners and collaborators through participation and leadership in professional associations.	• Account for count of affinity groups, and their respective members and activities, by School or Schools (if joint effort). • Account for number of new student chapter(s), and their respective leaders, members and events, by School.	• Annual DSLS report • School DAPs to be completed March 2021. • Schools to report activity annually, beginning AY 2020-21. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Director of CCI Diversity Student Leaders Society • School Directors

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Ensure that Schools regularly review their commitment and attention to DEI and inter-	• Review and revise, as necessary, School's undergraduate and	• Revise program outcomes for CCI Master's Program– Strategic and Digital Communication (SDC) (at	• Update to CCI's Master Program – Strategic and Digital Communication Spring 2021.	• Associate Dean for Academic Programs and Director of Graduate Studies

cultural perspectives in their curriculum.	graduate academic programs' outcomes. • Review and revise, as necessary, College's graduate academic program outcomes. • Create, review and revise, as warranted, School's respective diversity statements	minimum, include date outcomes reviewed and reaffirmed if no changes made) • Account for review and revision to program outcomes and diversity statements accommodated in each respective School's DAP.	• School DAPs to be completed March 2021.	• SDC Program Director • School Directors
Ensure instructors recognize the importance of and are prepared for incorporating intercultural perspectives to course content.	• Promote and provide professional development opportunities for instructors to receive guidance incorporating intercultural perspectives to their courses, as well as other ways in which to address topics relating to diversity, equity, inclusion, and cultural competence. • Work with Teaching and Learning Innovation to sponsor an online workshop(s) for all College instructors. • Ensure workshop is accessible regardless of time conflicts by recording and providing access.	• Count/percentage of full-time faculty completing workshop. • Count/percentage of part-time faculty completing workshop. • Count of asynchronous viewings.	• Begin planning Fall 2020. • Hold workshop Spring 2021, 2023.	• Associate Dean for Academic Programs and Director of Graduate Studies
Encourage, enable, and support Schools' development and implementation of curriculum addressing DEI, and fostering cultural competence.	• Request inclusion of course materials from diverse perspectives. • Request inclusion of DEI and cultural competency in courses. • Request guest speakers to speak on DEI and cultural competency topics, when	• Deployment of course content mechanism for all CCI courses. • Count/percentage of submissions received. • Count/percentage of instructors reporting undergraduate course content addressing diverse	• Launch tool January 2021. • Report course content feedback end of Spring semester 2021, 2022, 2023. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Director of Technology • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

	appropriate, as well as guest speakers from historically underrepresented populations. • Request that faculty participate in teaching opportunities, such as the Diplomacy Lab, for exposing students to other cultures. • Incentivize faculty participation. • Develop web-based mechanism for gathering information on DEI and cultural competency content in courses. • Mandate participation in providing DEI and cultural competency content in courses.	perspectives, DEI and cultural competence. • Count/percentage of instructors reporting graduate course content addressing diverse perspectives, DEI and cultural competence. • Count of guest speakers and count of courses/ percentage with diverse guest speakers. • Annual summary report of course content data submitted to Dean, Associate Deans and School Directors.		
Increase student opportunity for cross-cultural experiences and exposure.	• Enhance and prominently promote web-based and print materials for CCI Global Programs; specifically, cooperate with Center for Undergraduate Studies and Advising to ensure undergraduate students are informed of opportunities. • Review and enhance, as warranted, CCI Global Programs, including opportunities for field study, internships and experiential learning. • Identify barriers to students' readiness and	• Count of Global Programs offered through CCI, and students participating. • Count of students participating in field study, internships and experiential learning through Global Programs. • Annual summary report submitted to Dean, Associate Deans and School Directors. • Funds raised to provide financial support participation of under-represented students in study abroad programs	• Annual Global Programs Report for AYS 2020-21, 2021-22 and 2022-23.	• Director of Global Programs and Outreach • Dean • Director of Development • School Directors

ability, such as financial limitations or accessibility concerns, to participate in such opportunities, and propose strategies for reducing barriers. • Increase number of students participating in study abroad programming.	

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase readiness of future educators to be inclusive and to support diverse people, ideas, and cultures.	• Create graduate-level workshop on inclusive teaching for PhD students. • Require all CCI graduate students who teach or plan to teach for CCI to complete the workshop. • Assess and enhance CCI's existing approach to mentoring doctoral students to become future faculty. • Incentivize faculty to participate. • Encourage PhD students to participate in programs and workshops from the Graduate and Professional Student Professional Development imitative and the Graduate School's Best Practices in Teaching Program.	• Development of workshop. • Workshop offered on biennial basis. • Count/percentage of graduate students completing the workshop. • Identification of enhancements to CCI's current approach to mentoring doctoral students to become future faculty. • Count/percentage of students participating in mentoring. • Count/percentage of faculty participating. • Inventory of professional development programs and workshops completed by PhD students, with count/percentage of PhD students reporting participation.	• Begin workshop planning Spring 2022. • Launch workshop Fall 2022. • Begin assessing current approach to mentoring Spring 2022. • Launch enhanced approach to doctoral student mentoring in Fall 2022. • Extrapolate and report on faculty participation from annual reporting for AYs 2022-23. • Extrapolate and report on PhD student participation from annual reporting for AYs 2020-21, 2021-22, 2022-23.	• Associate Dean for Academic Programs and Director of Graduate Studies • Chair, CCI Graduate Studies Committee

Enhance culture of DEI among graduate students through co-curricular activities.	• Promote participation in the CCI Graduate Student Association (GSA). • Assign at least one member of GSA to serve on CCI Diversity committee to advocate for and represent the needs of graduate students. • In collaboration with GSA, commit annually to sponsoring at least one research seminar by an established scholar from an underrepresented population, providing funding for travel and an honorarium. • Ensure seminars are accessible regardless of proximity by streaming events and providing access to recordings. • In collaboration with Global Programs and Outreach, Schools, and/or CICS support the hosting of international scholars and encourage collaboration with graduate students through guest lectures, brown bag sessions, and other opportunities to collaborate.	• Count/percentage of students in GSA. • Count of research seminars held. • Count of Master's-level student attendees, on-campus and online. • Count of PhD student attendees, on-campus and online. • Count of asynchronous viewings. • Count of International Scholars hosted. • Annual summary report to Dean, Associate Deans, School Directors, Diversity Committee Chair and GSA.	• Appoint GSA Member to CCI Diversity Committee Fall 2020, 2021, 2022. • Research seminar(s) held AYs 2020-21, 2021-22, 2022-23. • Report findings Spring 2021, 2022, 2023.	• Associate Dean for Academic Programs and Director of Graduate Studies • Associate Dean for Research and CICS Director • Director of Global Programs and Outreach • School Directors • Officers, CCI Graduate Student Association
Encourage participation in events focused on enhancing understanding of issues of DEI for professional development.	• Ensure that graduate students receive instruction and guidance on creating diversity statements for use on the job market.	• Develop and hold workshop on creating Diversity statements for use on the academic job market.	• Begin planning Workshop Fall 2020 • Hold Workshop Spring 2021, 2022, 2023	• Associate Dean for Academic Programs and Director of Graduate Studies

	• Create webpage listing resources for identifying professional development opportunities for PhD students, to complement content already published on the CCI doctoral program webpages. • In collaboration with GSA, Identify and publicize professional development events through the CCI listserv. • Recommend graduate students attend applicable events, such as Safe Zone workshops, STRIDE workshops, and Teaching and Learning Innovation events. • Revise PhD students' annual reporting procedures to incentivize participation.	• Count/percentage of graduate students completing workshop. • Count/percentage of PhD students reporting completion of Safe Zone at UT, Tier 1 workshop. • Count/percentage of PhD students reporting completion of Safe Zone at UT, Tier 2 workshop. • Count/percentage of PhD students reporting completion of STRIDE 1 workshop. • Count/percentage of PhD students reporting completion of STRIDE II workshop. • Count/percentage of PhD students reporting participation in activities through Teaching and Learning Innovation's "Developing Future Faculty Initiative." • Inventory of other professional development events completed by PhD students, with count/percentage of PhD students reporting participation. • Account for all other graduate students' participation, at Master's-level, accommodated in each respective School's DAP.	• Publication of resource listing to be completed Spring 2021. • Extrapolate and report on PhD student participation from annual reporting for AYs 2021-22, 2022-23. • School DAPs to be completed March 2021.	• Chair, CCI Graduate Studies Committee • School Directors

Secure and provide funding to support the research of historically underrepresented PhD students.	• Provide funds to Schools to allow historically underrepresented PhD students to support their dissertation research, beyond what is already provided by the respective School. Funds may be used to support data collection, conference travel, or other activities that advance their research programs.	• Count/percentage of PhD students receiving additional funds to support research. • Annual summary report to Dean, Associate Deans, and School Directors	• Begin planning Fall 2020. • Make funds available beginning Spring 2021. • Report aggregate funding provided Spring 2021, 2022, 2023.	• Dean • Budget Director • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

Diversity Action Plan

College or Vice-Chancellor Unit: Office of Advancement

Guide to Sections:

- **Mission** *What is your college's/administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.*
- **Objectives:** *Under each goal, please provide objectives that summarize what the college or Vice Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.*
- **Actions:** *What concrete actions will you take to carry out the objectives? Be as specific as possible.*
- **Metrics/Benchmarks:** *How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. How will you measure progress?*
- **Date:** *What is the timeframe that you will implement each <mark>action</mark>?*
- **Responsible Party(ies):** *Who is responsible for implementing each <mark>action</mark>? Be as specific as possible here.*

Mission of the College or Vice Chancellor Unit:

As the Office of Advancement seeks to advance the university and enrich the lives of students by engaging alumni and friends, it is crucial that we as a division welcome various perspectives in all that we do. We are committed to creating an inclusive environment that is equitable, welcoming to all, and holds our division team members accountable. Our team serves as ambassadors on behalf of the university both on and off campus and we should uphold this commitment to diversity, equity, and inclusion everywhere we go.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
As a part of new employee on-boarding, every new hire must partake in a diversity, equity, and inclusion educational opportunity.	Complete a DEI course available in K@TE (kate.tennessee.edu). Options include: Diversity-Its Value in the Workplace or Your Role in Workplace Diversity. Or other related options in K@TE.	Provide completion transcript/certificate to supervisor. Will be added to new employee on-boarding checklist and potentially the initial 6-month review.	Completion within first month of employee start date.	New Employee/Supervisor
Host an annual or bi-annual speaker or training to discuss topics related to diversity, equity, and inclusion. **Spring 2021 will be Implicit Bias with Christina Chang.**	All Advancement Staff required to attend the speaker/training session(s). Guided discussion in the training or afterwards will take place to discuss impact and learning outcomes of training. Also, a written reflection could be a substitute.	100% of Advancement Staff should log HR training credit in K@TE once completed.	November 10, 2020- Cultural Awareness and Humility with Christina Chang. Then, once or twice a year each year moving forward.	- Organizing annual event(s) (Leadership Team and Diversity Committee) - Completion (Employee/Supervisor)
Continuing diversity, equity and inclusion education. **A list of topics and resources will be created by the Diversity Committee over the course of FY '21 to begin using in FY '22.**	Completion of one educational opportunity on an annual basis by all Advancement Staff. - Movie - Documentary - Podcast - Lecture - Articles - K@TE Course - Book Require written reflection or guided discussion opportunity. Prompts will be provided. There will be one or two choices for each	100% of Advancement Staff should log HR training credit in at least one media category in K@TE once completed.	Once a year beginning in FY '22.	- Recommend educational opportunities and facilitate guided discussion (Diversity Committee) - Completion (Employee/Supervisor)

	media category and a committee member will lead discussion.			
Creation of an ongoing Diversity Committee to assist with Diversity Action Plan related objectives.	Assess whether current group that developed the plan is willing and able to serve on the Diversity Committee. If not, new members will be asked to serve.	Monitoring and tracking progress of the Diversity Action Plan.	Goal to finalize committee by January 2021 then work of committee will be ongoing from that point. Members may rotate on and off as necessary.	- Lance Taylor organizes committee and committee meetings. Committee members take ownership of portion of plan and execute each year.
Break out Diversity, Equity, and Inclusion as a singular competency for all team members for performance reviews.	All Advancement Staff will be graded on DEI as a competency on performance reviews.	Competency created in Sprigg by HR. Sprigg is our division's system for managing performance reviews.	Start for FY '22 performance reviews then continue yearly.	- Lance Taylor to work with Carol Houser (UTFI HR) to make competency adjustment. - All employees will then be scored on DEI in the competency section of performance reviews.

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase visibility and action around recruitment,	Recommendation to hire a full-time talent management/recruiter/diversity director modeled somewhat	● First, successful hire of this position. ● Second, metrics tied to recruitment &	Fiscal year 2022 or 2023. Not sure we will be able to add any new positions until then due to budget implications surrounding COVID.	Vice Chancellor and Advancement Leadership Team. Hiring manager will

[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

retention, and diversity.	after the University of Georgia Advancement office.	retention of underrepresented populations.		outline metrics tied to position if filled.
1. Focus on efforts to remove as much bias as possible in search process. 2. Attract a diverse pool of candidates for job openings through strategic partnerships.	1. Remove names of candidates from resumes & cover letters when shared with search committee initially. 2. Actions related to attracting a diverse pool. a. Post all jobs on diverse recruitment websites. b. Engage in conference recruiting. c. Utilize personal networks of current staff.	1. Names will be removed at the beginning of all searches upon initial review. 2. Benchmarks related to attracting a diverse pool. a. All jobs must be posted on at least one diverse recruitment website. b. Recruit at one conference per fiscal year at least. c. Encourage Advancement Staff to share openings with their peer networks.	1. Will need time to work on the process, but plan to implement sometime in FY '22 or FY '23 depending upon staffing levels within UTFI HR and hiring of the noted position above. 2. Dates related to attracting a diverse pool. a. Effective immediately with all new searches moving forward. b. Begin in FY '22 or '23 due to current travel restrictions and lack of in-person conferences currently. c. Effective immediately with all new searches moving forward.	1. UTFI HR, Lance Taylor, Search Committees. 2. Responsible parties related to attracting a diverse pool. a. Hiring manager, Lance Taylor, UTFI HR. b. Conference attendees with an interest in recruiting. c. Lance Taylor.
Improve current recruitment and retention efforts for diverse	1. Review survey data (survey that UT System HR plans to perform) to gain insights and glean information.	1. Interpretation of survey results (UT System HR survey) to make	1. Timing contingent upon survey being administered by UT System HR.	1. Advancement Leadership Team and/or Diversity Committee.

| candidates and current staff. | 2. Annual review of all searches to examine diversity efforts.
3. Anyone that will serve on search committees is required to take the EEO and Lawful Hiring training in K@TE (or similar training that includes current and relevant information).
4. Annual conversations with all staff in small groups with pointed questions around climate and satisfaction with current retention efforts.
5. Creation of a more formalized new employee program to help with the feeling of belonging.
6. Creation of an anonymous bias form to allow staff to report discretions observed. | recommendations for improvement.
2. Metric/benchmark to be determined by new recruiter/diversity director and based on review of alumni and donor population served by staff so that we are representative of our constituents.
3. 100% of search committee to complete EEO and Lawful Hiring.
4. At least half the staff go through these conversations yearly.
5. All new staff to be supported during the first 6 months of their start date.
6. All submissions to the bias form are reviewed by UTFI HR and brought to supervisor's attention if needed. If further action is needed, UTFI will handle or advise. | 2. Annual review beginning FY '23 upon successful hire of new recruiter/diversity director.
3. Effective FY'22.
4. We will begin this in FY '23 upon successful hire of new recruiter/diversity director.
5. Formalized program would be implemented by talent management/recruiter/diversity director. Estimated start of FY '23.
6. Work with UTFI HR to implement by FY '22. | 2. Would be implemented by new recruiter/diversity director if hired
3. New recruiter/diversity director would evaluate training annually. All Advancement Staff participating in searches. Lance and UTFI HR to remind search committee members about the requirement.
4. Would be implemented by new recruiter/diversity director if hired
5. Would be implemented by new recruiter/diversity director if hired
6. UTFI HR; Advancement Communications to assist in building the form |

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Use Big Orange Give (BOG) to highlight and direct funding to student/alumni groups and programming that focuses on diversity, inclusion, and international cultural experiences.	• Create directory of relevant areas including alumni groups (i.e. Black, Latinx, LGBTQ Alumni Councils); Office of Multicultural Student Life groups (i.e. Black Student Union, Latin American Student Org, Law Women); campus centers (i.e. Frieson Black Cultural Center, Pride Center); study abroad programs. • In coordination with targeted unit leaders, establish strategic funding priorities. • Create individual BOG campaigns appealing to past, current, likely donors.	Contact Director of Advancement for Annual Giving by end of month to see if this can be marketed in the Nov 18, 2020 BOG. If 2020 BOG is too late to incorporate into, look at 2021 as a starting place.	If possible, start with Big Orange Give 2020. If it is too late at this point, start with in 2021 and continue annually.	Advancement staff: • Alumni affinity groups - Phyllis Moore • BOG - Lauren Herbstritt • Pride Center, Center for Global Engagement Development Officer - Mark Clark
Increase funding for student scholarships that attract a diverse student body that can be utilized by the whole UT campus as a resource.	• Create directory of current scholarship programs for (1) undergrad, (2) grad, and (3) international students that draw a diverse	• Directory creation • Determine endowment/fund status of these scholarships	• Work has started to catalog these funds. Directory will need to be fleshed out for internal use. Webpage would be	Advancement staff: • Marketing - Jessy Lawrence • Big Orange Give - Lauren Herbstritt

	student body (i.e. Flagship/Pledge/UT Promise Scholarships) and lesser known scholarships within Office of Financial Aid. ● In coordination with campus colleagues, determine financial status of these scholarships and areas of most need. ● Create materials that present these diverse scholarship programs as part of a "funding menu" which can be utilized internally by Development Officers. ● Market scholarships during Big Orange Give. ● List Diversity and Inclusion as a giving area option along with colleges/units on the giving portion of the new Alumni website.	● Creation of marketing materials/potential diverse scholarship webpage ● Diversity and Inclusion funds marketed during Big Orange Give. ● Add D&I giving section linking to any D&I giving options already created by end of year.	created after initial catalog created. Goal to roll this out beginning of FY '22. Annual focus after webpage created.	● All frontline Development Officers who work with individual donors and prospects ● Avery Howard-Scholarship identification
Create and market more opportunities for our alumni to support and mentor our underrepresented students	● Create avenues for alumni to mentor and support underrepresented students o UT Promise mentors	● Goal to have at least 2 programs a year to market and promote to alumni.	● Work has already begun and would continue yearly.	Advancement staff: ● Marketing and outreach plan – Jessy Lawrence ● Affinity alumni groups – Phyllis Moore

	o Vol to Vol events (Black Alumni program happening in October 2020) o Other programs that can be developed ● Provide promotional and marketing support of these programs to reach students and alumni			● Accepted/prospective student outreach – Taylor Thomas ● International alumni Development Officer – Steve Catlett ● Center for Global Engagement Development Officer – Mark Clark
Increase private support through scholarships and fellowships for graduate students to better compete nationally and attract and retain a more diverse graduate student population.	● Develop marketing materials focusing on need for graduate student support ● Create graduate student support page on BOG that includes marketing ● Ask the Chancellor's Office if the creation of a Chancellor's Graduate Student Support Program similar to the faculty support program is a program that university leadership will support.	Set a dollar goal for funds raised around scholarships and fellowships for graduate students.	This would begin in FY '22 and continue yearly.	Advancement staff: ● Vice Chancellor to discuss Graduate Student Support Program idea with Chancellor ● All college-based Development Officers ● Marketing materials – Jessy Lawrence ● Big Orange Give – Lauren Herbstritt
Hold student welcome events at the Alumni Center throughout the year based on affinity groups.	● Take inventory of any current student affinity group welcome events to	● Goal to have at least one event per year.	● Yearly beginning in FY '22.	Advancement staff: ● Alumni-student engagement and Student Alumni

| | ensure inclusivity (i.e. LGBTQ, Black, Latinx, women in STEM, Asian, international, underrepresented graduate students)
● Create meaningful welcome events to showcase resources and programming available through Advancement, bring in guest speakers, including alumni | | | Association program: Gina Clark/Sam Jackson
Special events: Mallorie Mendence and Jordan Prewitt
Potential partnerships include Multicultural Student Life, Center for Global Engagement, Center for Career Development, and PRIDE Center. |

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase support for and advancement of Alumni Diversity Councils (Black, Latino, and LGBTQ+). Note- These are currently the only underrepresented councils we have through our office.	A) Identify and promote efforts already underway. B) Expand operating budgets for each council (Black, Latino, and LGBTQA+) by $1,000. C) Enhance council volunteer recruitment efforts 1. Establish method of tracking these alumni in ANDI to facilitate engagement efforts 2. Broaden access to existing Alumni Chapter	- Budget increase for each council by $1,000. - Permanent seats for all three diversity presidents on the Alumni Board. -	A) In progress B) Request to be made for FY22 budget C) 1. Ongoing; Plan by end of FY21; implementation in FY22 2. Policy clarification by end of FY21; work-arounds and clarification of distinct	A) Phyllis Moore B) Advancement (Phyllis, Eric, Duane, Chip) C) 1. Advancement Services 2. Advancement Services; Office of Advancement (especially Alumni Programs) D) Advancement (especially Duane Wiles, Phyllis Moore, and Chip) E) Office of Alumni Affairs Phyllis Moore; Student Alumni Programming F) Phyllis Moore and Tanisha Jenkins

[2] People from various cultural, racial, and ethnic backgrounds.

	programming and infrastructure (i.e., empowering council leadership with necessary data) D) Expand Diversity Council presence on Alumni Board of Directors—permanent seats on board for all three diversity presidents (Black, Latino, and LGBTQA+). E) Increase facilitation of council partnerships with current students 1. Via work with associated campus organizations: Frieson Black Cultural Center, Pride Center (Lavender Graduation; Knoxville Pride Parade and Festival; newsletter), MSL (Hispanic Heritage Month, Athletic events (football tailgates; sponsorship of other sporting events, e.g., Latino Council sponsored soccer game) 2. Vol to Vol networking with council alumni and current students F) Expand fundraising efforts for council scholarships: Annual Black Philanthropy Month event; identify method for solicitation of gifts to Latino and LGBTQ+ scholarships		Council comms needs identified by end of FY21. FY22—full steam ahead! D) Conversation and proposal by end of FY21 for hopeful implementation in FY22 E) In progress; plan for increased partnerships with on-campus partners by end of FY21 for implementation in FY22 and beyond; Networking events planned for FY22, if not before F) FY 21	

Expand Alumni presence within Knoxville international community	Identify and enhance partnerships already in existence (Holá Festival, Asian Festival) Identification of previous partnerships; meeting with CGE to discuss their ideas for ways Alumni can be meaningfully involved in their community outreach; articulation of goals for outreach	Have a presence at one international community event or initiative per year	Beginning in FY22, or as soon as it is safe	Office of Alumni Affairs
Increase diversity among candidate pool for alumni awards, boards, and councils as well as profiles in publications.	A) Identify and promote efforts already underway B) Collaborate with campus partners to increase nominations or profile recommendations. C) Audit criteria for awards and councils to identify and eliminate exclusionary criteria, and broaden criteria definitions D) Partner with 100 Black Men of Knoxville, 100 Black Women of Knoxville, 100 Knox, Urban League, and Knox NAACP, the Disability Resource Center of Knoxville to identify leaders from underrepresented populations to serve on university boards.	Need to determine a way to determine a metric or benchmark for this objective. A couple of ideas are an increase in raw number of diverse candidates for awards, boards, and councils. Or we could look at improvement in number of actual diverse award winners or placement on boards and councils.	A) In progress B) In progress C) FY 21	This whole objective needs to be owned by all of Advancement. We need everyone to help with the identification of diverse candidates for awards, boards, and councils. Office of Alumni Affairs will need to be point on leading this effort though.
Increase partnerships with	A) Examine Alumni Corporate Partnership program for opportunities to establish	Work still needs to be done to establish metrics and	A) 1. FY21 2. FY22 and beyond; review annually	A) 1. Office of Alumni Affairs (Mallorie Mendence; Chip Bryant; Duane Wiles)

minority-owned businesses	partnerships with diverse businesses
	  1. Identification of ways to expand selection process for corporate partners
	  2. Explore partnerships with Diversity Business Enterprises (DBEs) and vendors with a Minority Indicator (MI)
	B) Increase percentages of expenditures and vendors used with MI vendors (01–African American; 02–Hispanic American; 03–Native American; 04–Asian American; 05–Woman Owned; 08–Service-Disabled Veteran; 11–Person(s) with a Disability; Knoxville Black Business Directory; Pride Center partnership for LGBTQ+ owned businesses; business owned by other underrepresented populations.
	  1. Establish baseline utilizing current data
	  2. Broaden knowledge base of MI vendor search capabilities within IRIS.
	  3. Intentionally develop relationships with MI businesses and facilitate
		benchmarks in this area.	B) 1. FY22
			   2. FY22
			   3. FY22–FY23
			   4. FY22–FY23
			   5. FY22
				2. Office of Alumni Affairs (Mallorie Mendence; Chip Bryant; Duane Wiles), Advancement Comms
				B) Advancement (administrative staff but also education about efforts and how to help to all DOs, and other teams), Advancement DAP committee, UTFI business office; campus meeting professionals committee

	vendor creation process, if needed 4. Recommend colleagues try out new vendors for small-scale projects to lead into larger working relationships 5. Suggest to campus Meeting Professionals group that they put together guide for increasing utilization of MI vendors			

Diversity Action Plan

College or Vice-Chancellor Unit:
The Division of Student Life

Contacts:

Crystal Hardeman-Ikem, Associate Dean of Students and Director of Inclusive Excellence
Dr. Melissa Brown, Director of Assessment and Strategic Initiatives (mabrown@utk.edu)
Dr. Mandie Beeler, Director of JCLS and Co-Chair of Student Life Diversity Committee (mbeeler@utk.edu)

Mission of the College or Vice Chancellor Unit:

The Division of Student Life at the University of Tennessee, Knoxville believes that every student is valued and deserves equitable access and opportunity to their development and general wellbeing. We believe in providing an environment that is representative and affirming of their diverse identities especially for historically underrepresented populations. We strive to be a place that is welcoming and supportive of all (current and future) members of the UT community. We are committed to attracting and retaining students and staff of all backgrounds while working together to address the challenges of the future in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect in order to thrive personally and professionally in a global society.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Actions	Metrics/Benchmarks	Launch Date	Completion Date	Dept/Division	Student Life Lead
Audit existing departmental mission statements and/or D&I priorities	Every department in the Division of Student Life will review their mission statements and identify DEI priorities	100% departments complete audit	October 2021	December 2021	Department	Inclusive Excellence ADOS
Provide professional development opportunities related to diversity, equity, and inclusion	2-3 DEI training opportunities will be provided for full-time, exempt staff to attend	100% participation in at least one DEI training session by full-time, exempt staff	Fall 2021	Spring 2022	Division	Inclusive Excellence ADOS
Ensure Student Life department websites feature inclusive content, branding, and visuals that appeal to diverse audiences.	Develop framework to review and revise departmental websites to ensure inclusive, content, branding, and visuals	100% of Student Life department websites will be audited and adhere to set criteria.	Spring 2022	Spring 2022	Division	Student Life Communications
	Audit existing departmental websites using framework to ensure inclusive content, branding, and visuals Audit existing departmental websites using framework to ensure inclusive content, branding, and visuals	Completion	Spring 2022	Spring 2022	Division	Director of Student Life Communications Supervising AVC/ADOS
	Review and revise existing departmental websites.	100% of departments will utilize the framework on websites	Summer 2022	Summer 2022	Division	Student Life Communications Supervising AVC/ADOS

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations1 into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Launch Date	Completion Date	Dept/Division	Student Life Lead
Search committee chairs will complete STRIDE training prior to serving in the role of chair.	Coordinator of special projects will maintain an updated list of all STRIDE trained staff for search committee chair selection.	List updated	Fall 2021	Ongoing	Division	Coordinator of Special Projects Department Heads
Post job position announcements in a variety of culturally diverse platforms.	Provide list of multiple platforms that can be used to attract a diverse pool of candidates	List developed	Fall 2021	Fall 2021	Division	Student Life Communications Human Resources
	Each job position announcement will be placed on multiple platforms in order to attract a diverse pool of candidates. (e.g., Diverse Issues in Higher Ed, The Consortium of Higher Education LGBT ResourceProfessionals)	Each job position will be placed on at least two alternative platforms geared towards traditionally marginalized populations.	Spring 2022	Ongoing	Division	Hiring Managers
Job position announcements will include inclusive language	Develop job announcement template that includes inclusive language	Development of job announcement template	Fall 2021	Fall 2021	Division	Supervising AVC/ADOS AVC of Finance Special Projects Coordinator
	Job position announcements will utilize a template provided by the Office of the Vice Chancellor including a divisional paragraph using inclusive language.	All position announcements will be developed utilizing Student Life template	Spring 2022	Ongoing	Division	Hiring managers

Create onboarding practices that connect staff to personal and professional resources.	All new staff will be provided community resources through intentional onboarding practices.	Every new staff member will be provided a resource guide during new staff orientation in both fall and spring semesters. An assessment of new staff orientation will demonstrate that 100% of new staff are able to identify at least one personal or professional resource.	Spring 2022	Ongoing	Division	Coordinator, Special Projects

Goal 3: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Launch Date	Completion Date	Dept/Division	Student Life Lead
Provide education/programming geared towards the personal development of underrepresented students.	Departments providing direct education/programming to students will provide education/programming specific to the cultivation of personal identity of underrepresented students	100% of departments providing direct education/programming services to students will add a question related to personal identity in their assessment instrument.	(Phase 1) Spring 2022 - Development of standardized question(s) (Phase 2) Summer 2022 - Implementation of approved question(s)	Annually	Departments	Supervising AVC/ADOS OASI
		80% of students that participate in opportunities will agree that their involvement allowed them to develop	Fall 2021	Ongoing	Departments	Supervising AVC/ADOS

		their personal identity.				

Goal 4: Develop and strengthen partnerships with diverse communities 2 in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Launch Date	Completion Date	Dept/Division	Student Life Lead
Provide intentional service opportunities dedicated to supporting traditionally marginalized communities	Identify all service opportunities offered by Student Life departments.	Submit number of opportunities provided and number of students that engaged in service opportunities for spotlight in the annual report.	Spring 2022	Annually	Department	Supervising AVC/ADOS

Goal 5: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Launch Date	Completion Date	Dept/Division	Student Life Lead
Academic courses developed by departments within Student Life (I.e., ELPS 350, 411) must include at least one learning outcome related to the social justice and inclusion competencies. (ACPA: College Student Educators International & NASPA – Student Affairs Administrators in Higher Education (2015). ACPA/NASPA professional competency areas for student affairs practitioners. Washington, DC: Authors.)	Departments providing academic courses for students will include learning activities relevant to the outcome related to social justice and inclusion.	100% of courses will provide evidence of learning activities relevant to the outcome related to social justice and inclusion.	Fall 2022	Annually	Departments	Supervising AVC/ADOS

Goal 6: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Launch Date	Completion Date	Dept/Division	Student Life Lead
Provide professional development opportunities for graduate student employees related to diversity, equity, and inclusion.	2-3 DEI training opportunities will be provided for graduate student employees to attend.	100% participation in at least one DEI training session by graduate student employees	Fall 2021	Annually	Departments	Supervising AVC/ADOS

Diversity Action Plan

College or Vice-Chancellor Unit: Division of Diversity and Engagement

Guide to Sections:

- **Mission** *What is your college's/administrative unit's commitment to diversity and inclusion? This whole section should be brief – no more than one to two paragraphs long.*
- **Objectives:** *Under each goal, please provide objectives that summarize what the college or Vice Chancellor unit will do to meet each goal. These should be measurable and reasonable given the needs and resources for the college/administrative unit. Moreover, they should reflect the unique needs of the college/unit in terms of diversity and inclusive practice.*
- **Actions:** *What concrete actions will you take to carry out the objectives? Be as specific as possible.*
- **Metrics/Benchmarks:** *How will you know that you have been successful in meeting each objective? These should be tangible targets that are aligned with each action mentioned. How will you measure progress?*
- **Date:** *What is the timeframe that you will implement each action?*
- **Responsible Party(ies):** *Who is responsible for implementing each action? Be as specific as possible here.*

Mission of the College or Vice Chancellor Unit:

> The Division of Diversity and Engagement (DDE) collaborates with campus and external communities to create inclusive learning and work environments. We achieve this through cultivating partnerships, supporting initiatives, and advocating for policies that promote civility, accountability, cultural competency, and equitable access to resources and opportunities.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Educate the campus community regarding the protections afforded by the ADA and ensure interactive and collaborative personal accommodation plan development.	● Create a web-based information session about ADA protections and the accommodation request process. ● Improve content on website.	● Creation of web-based information session about ADA protections and the accommodation request process. ❏ Results from survey to those who engage in information sessions at different points. ❏ Analyze web traffic.	AY 20-21	OED ADA Compliance Officers
Ensure understanding of and continued compliance of the institution with executive orders, federal and state statutes and university policies prohibiting discrimination.	❏ Clarify and execute newly defined roles under revised TItle IX procedures.	❏ Stakeholder and party satisfaction with timely delivery of Title IX investigative reports and other investigations and resolutions.	AY 20-21	OED investigators, Title IX, HR. Gen. Counsel
Provide strategies for promoting a welcoming, inclusive, and supportive campus culture and climate in alignment with the University's goals for diversity and inclusion.	● Create a small working group to conduct a historical review of every named building and major outdoor space on campus to ensure that all spaces reflect	● Report identifying potential issues with building names ● Names changed as a result of research	Fall 2020	VCDE

	a positive, antiracist legacy. ● Have group identify issues associated with eponyms that may be perceived as barriers to a welcoming and inclusive environment and provide alternatives for names for campus spaces. ● Revise the Student Code of Conduct to clarify and communicate standards around inclusivity. ● Communicate values around DEI to new and prospective students throughout recruitment and application process. ❏ Implement and utilize data from a campus climate survey (CCS) that includes faculty, staff, and students to determine areas of	● Revisions to Student Code of Conduct to make commitment to DEI more explicit. ● Incorporation of DEI education in orientation, recruitment events, and application process. ❏ Development of CCS Report with recommendations for improvement	Fall 2020-Fall 2022 Spring 2021 -Fall 2021 Summer 2021 - Fall 2021	VCDE and Student Life VCDE and Enrollment Management Campus Labs/Anthology (consultants working on CCS); Executive Director for DDE Diversity Leads Group, ED for DDE

	needed growth in diversity, equity, and inclusion.	❏ Creation of campus-wide DAP based on Diversity Leads Recommendations and CCS Data		
Create a culture of transparency around DEI issues through improved communication and data collection strategies.	❏ Consult with the Office of Institutional Research and Assessment (OIRA) and iChange Committee (a grant project to improve faculty recruitment and retention in STEM fields) and other evaluator professionals to determine what data is needed, and define best practices for how it should be reported.	❏ In collaboration with OIRA, iChange, and other data leads, creation of a set a best practices protocol/ workshop/ educational resource for diversity data collection on campus.	Fall 2020-Spring 2022	Executive Director (ED) for Diversity and Engagement, OIRA, iChange Committee, HR, Student Life Assessment team
	❏ Coordinate annual diversity snapshots to be shared with the campus community and external stakeholders.	❏ Creation of diversity Snapshots each year.	Fall 2020 – Fall 2023	OIRA, ED for Diversity and Engagement, HR

	❏ Improve and share information about current diversity dashboards.	❏ Development of enhanced diversity dashboards and analytics of website use.	Spring 2021 – Spring 2022	ED for Diversity and Engagement, OIT[1], OIRA, HR, Enrollment Management
	❏ Work with Chancellor's Commissions and Council and Diversity Leads Group to communicate diversity initiatives across campus.	❏ Needs assessment of current communication issues around DEI.	Fall 2020 – Spring 2021	Council for Diversity and Interculturalism
		❏ Creation of communication plan for sharing DEI information (e.g., events, programs, initiatives) across campus.	Fall 2020 – Spring 2021	Commissions and Council; Diversity Leads Group
	❏ Build evaluation tools for DDE initiatives, programs, and sponsorships. ❏ Report on all initiatives, programs, and sponsorships via an annual report.	❏ Creation of DDE and state of Diversity at UTK annual reports that communicate progress on initiatives and provide recommendations for improvement in DEI.	Fall 2020 – Spring 2022	VCDE; Communications
	❏ Work with Communications to		Fall 2020	VCDE; Communications

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[1] OIT works with OIRA to create diversity dashboards.

	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	hire a DDE Communications professional to promote DDE initiatives and achievements	❏ Hiring of DDE Communications professional	Fall 2020- Spring 2021 for both actions	DAP Committee members, colleges and Vice Chancellor units; DDE Communications professional
	❏ Work with the Chancellor and Provost Offices to mandate public display of college and Vice Chancellor unit diversity action plans (DAPs) for improved accountability and communication around campus commitment to addressing DEI needs and concerns.	❏ Shared DAPs on all college and Vice Chancellor unit websites. ❏ Link to all DAPs on the Diversity and Engagement website.		

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[2] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Collaborate with stakeholders to evaluate the overall efficacy and efficiency	Review rationale for OED touch points in both the faculty and exempt staff	Number of diverse candidates in each pool as compared to the number present in each	Fall 2020 – Spring 2021 (Hiring Freeze except mission critical)	OED, AVP for Academic Affairs, STRIDE, HR, Deans, Dept Heads, Hiring Managers

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[2] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

of all faculty and exempt staff search procedures and processes to ensure intentional and equitable recruiting, application evaluation, interviewing, and hiring.	hiring process with AVP for Academic Affairs and HR. Develop and administer survey to committee chairs to assess usefulness. Improve information available on website.	subsequent stage, and the number offered employment.		
Develop innovative and collaborative strategies to increase recruitment and retention of underrepresented students, staff and faculty.	● Implement a "Males of Color" initiative to recruit and retain male faculty and staff of color. ● Establish a Dual Careers Program and Onboarding Initiative to create more opportunities for hiring and retaining diverse faculty and staff.	● Increased number of partnerships with admissions, HR, Academic Success & student leaders to serve as "community champions" for underrepresented communities across Tennessee ● Number of participants and survey to gauge participant experiences ● Number of new diverse faculty and staff recruited over 3-year period	Fall 2020 & Spring 2021 Fall 2020-Fall 2022	Asst. Vice Chancellor for DDE; Student Success Asst. Vice Chancellor for DDE; HR VCDE, Provost Office, and Africana Studies

	• Invest funding in two faculty lines in Africana studies beginning immediately to facilitate transitioning it from a program of study to a department • Partner with the Critical Race Collective (CRC) to create a CRC Center that will enhance research and scholarship capacity in this area of study and identify current racist policies and practices on campus.	• Creation of new faculty lines in Africana Studies • Creation of CRC Center and report highlighting inequitable practices with recommendations for improvement	Fall 2020 – Fall 2022	VCDE; Provost Office; and CRC
Collaborate with stakeholders to conduct a comprehensive review of non-compliance complaint resolution and investigation policies, procedures, and reporting structures to maximize efficiency and confidence.	❏ Review rationale for OED touch points in both the faculty and exempt staff hiring process with AVP for Academic Affairs and HR. ❏ Successfully onboard a new compliance officer whose primary responsibility is conducting timely, comprehensive investigations.	• Report from comprehensive review of investigation policies, procedures, and reporting structures. • Hiring of new compliance officer	Fall 2020 – Spring 2021	OED Director and Asst, Director

	❏ Develop and administer survey to committee chairs and those submitting complaints to assess usefulness of current policies and information, as well as efficacy of processes. ❏ Improve information available on website.	● Stakeholder and party satisfaction with timely delivery of Title IX investigative reports and other investigations and resolutions, as well as information on website.		
Recognize research, teaching, and engagement efforts in DEI to combat issues around invisible labor.	❏ Provide opportunities for leadership development in DEI through a faculty and administrative fellows program.	● Highlight and share qualitative data re: experiences and deliverables from opportunity in DDE Annual Report ● Number of faculty and administrative fellows supported. ● Deliverables created by faculty and administrative fellows.	Fall 2020 – Spring 2023	VCDE Staff; Teaching and Learning Innovation
	● Support faculty and staff teaching or research projects focused on DEI through Diversity Challenge Grants	● Number of Challenge Grants awarded ● Impact summaries and reports highlighting projects	Fall 2020 – Spring 2023	Assistant Vice Chancellor for DDE

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Create opportunities for students to engage in dialogue with administration regarding policies, procedures, and initiatives related to DEI.	• Orchestrate opportunities for DDE's Student Advisory Board (SAB) to dialog with Administration to voice challenges and opportunities of students from marginalized populations and to devise strategies to address solutions • Host roundtable discussions to provide venues for civil discourse around DEI topics • Provide SAB members with training to effectively communicate and engage with DDE leadership, the University's Administration, fellow student	• SAB and other student leaders are provided increased access to DDE leadership, and University's Administration to offer input into the creation and maintenance of policies, procedures, and processes • Number of attendees to discussions • Survey to assess fulfillment of DEI learning outcomes • Development and assessment of DDE Diversity Scholars program to prepare students to be effective leaders in creating and promoting DEI initiatives	Spring 2020 -Fall 2021 Spring 2021-Fall 2021 Spring 2021-Fall 2021	Lorna Hollowell, GRA, MSL, Student Life

	leaders, and community partners			
Provide support for student recruitment and retention efforts across campus.	• Create new committee in collaboration with various units (e.g., Student Success, TLI, Enrollment Management, etc.) focused on enhancing student recruitment and retention efforts across campus. • Propose and implement a strategic plan for targeted recruitment and retention efforts that focuses on intentional outreach to local and state communities. • Develop DEI educational opportunities for students to promote a more inclusive campus climate. • Provide financial support for colleges implementing innovative student recruitment and retention efforts.	• Development of new committee • Creation of strategic plan presented to Chancellor and Provost by the end of Fall 2020 • Implementation of new strategic plan • 3-year assessment of student recruitment diversity data • Data from campus climate survey (in 3 years) • Implementation of Academic Diversity Initiative which allows colleges to apply for up to $10,000 to support student recruitment and retention efforts	Fall 2020 – Spring 2023 Fall 2020	DDE; Student Success, Enrollment Management; TLI VCDE Staff

Goal 4: Develop and strengthen **partnerships with diverse communities** [3] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase access to the university and create and sustain mutually beneficial, equitable, and empowering partnerships that impact local, statewide, national, and global communities through a variety of engagement and outreach initiatives and modalities.	• Continue and enhance partnerships with the Change Center, Project GRAD, Urban League, MLK Commission, NAACP, Alliance for Better Nonprofits, Black Alumni Council via ongoing communication between UT and community partners.	• Streamlined communications "check-in" method with community partners • Distribution of campus call for engagement activity to be entered into a map or searchable Engagement Portal	Fall 2020 & Spring 2021	Assistant Vice Chancellor for DDE, Office of Community Engagement and Outreach (OCEO)
Provide professional development opportunities related to community engagement and outreach.	• Develop and facilitate a Community Engagement Academy and Community Engagement Seminar to educate on best practices in community engagement and	• At least 2-3 opportunities provided each year for faculty, staff, and students • Increased participation at events and increased collaborations with divisional and	Fall 2020 & Spring 2021	Assistant Vice Chancellor for DDE, OCEO

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[3] People from various cultural, racial, and ethnic backgrounds.

	outreach.	campus-wide partners as well as community organizations		
	● Create a Virtual Toolkit to inform stakeholders of best practices in community engagement and outreach	● Virtual Toolkit created	Fall 2020 & Spring 2021	Assistant Vice Chancellor for DDE, OCEO
	● Conduct DEI presentations for K12 and community partners, agencies, and organizations to promote community diversity and inclusion	● Number of attendees and opportunities created; survey data evaluating quality and usefulness of information presented at presentations.	Spring 2021-Fall 2021	DDE Education and Training Consultant, OCEO, DDE
Create opportunities to highlight, elevate, and celebrate engagement and outreach initiatives through various communication channels, conferences, and awards.	Organize and implement an Engagement and Outreach Conference (Virtual), Nonprofit Day (Virtual), Engagement and Outreach Awards to highlight, celebrate and communicate engagement and outreach initiatives.	Development, execution, and evaluation (surveys) of Engagement and Outreach events. Create new version of "Partnerships That Make a Difference" informational pamphlet. Continue to share qualitative success stories of current engagement activity.	Fall 2020 & Spring 2021	Assistant Vice Chancellor for DDE, Office of Community Engagement and Outreach (OCEO)

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Provide educational opportunities in DEI to enhance student, staff, and faculty cultural competency.	❏ Develop and implement diversity education curricula and online resources to increase staff and faculty cultural competency in support of the DDE goals and objectives for diversity, equity, and inclusion.	❏ Creation of Diversity Certificate program for staff and a virtual diversity education toolkit to provide ongoing professional development for students, staff, and faculty. ❏ Ongoing and increased visits to the DDE website for DEI educational opportunities and resources.	Spring 2021 – Fall 2021	DDE Education and Training Consultant; MSL; Student Life; HR; Student Success
	❏ Create a DEI educational protocol for prospective and new students, which encompasses a series of developmental learning opportunities based upon the University's Vol Values for DEI, empathy training, cultural competency, and resources	❏ Creation of new protocol around diversity education for new and prospective students. ❏ Administer pre and post tests to evaluate participants of education and development learning opportunities ❏ Survey data to evaluate attendance and learning and of student participants in DEI educational	Fall 2021 – Spring 2022	DDE Education and Training Consultant; MSL; Student Life; HR; Enrollment Management; Student Success

		opportunities ❑ Number of bias incidents reported to the Bias Education Referral Team (BERT)		
Partner with academic college to promote the integration of DEI subjects and issues in VolCore curricula.	● We will identify all current classes in which race and racism are principal focuses and work with Faculty Senate and Undergraduate Council to highlight or require those classes in Vol Core. ● Continue to build the FYS modules on race, racism and tolerance so that students can be directed to other available courses on the subject. ● Support the creation of "pop-up" courses—short, topical courses that are responsive to socially relevant / popular topics—as half-semester, full-credit courses aimed particularly at students who withdraw from a	● Number of identified courses around DEI topics integrated in VolCore ● Number of students impacted by courses ● Student evaluation/survey data focused on student experiences in courses, as well as fulfillment of student learning outcomes can be used as assessment for actions 2 and 3.	Fall 2021-Spring 2023	VCDE; colleges, Student Success

	course and need a replacement to maintain full-time status.			

Tickle College of Engineering Diversity Action Plan
(*Revised, 06/11/2021*)

The mission of the University of Tennessee, Knoxville, Tickle College of Engineering is (https://tickle.utk.edu/about/mission/):

- To provide high quality education in the major engineering disciplines from the undergraduate through doctoral levels through a creative balance of academic, professional, and extracurricular programs;
- To foster and maintain mutually beneficial partnerships with our alumni, friends, industry, and local, state, and federal governments through public services assistance and collaborative research; and
- To be a major contributor to our nation's technology base through scholarship and research.

List of Acronyms:

- ADASA: Associate Dean of Academic and Student Affairs
- CDL: College Diversity Lead
- CGE: Center for Global Engagement (a campus center)
- CGI: Committee on Global Initiatives
- DDE: Division of Diversity and Engagement
- EWB: Engineering Without Borders
- FDSC: Faculty Diversity Subcommittee
- GSPDRC: Graduate Student Professional Development Review Committee
- HR: Human resources (typically refers to the campus-level office, context-dependent)
- HUP: Historically underrepresented populations
- IDI: Intercultural Diversity Inventory
- OED: Office of Equity and Diversity
- OEDP: Office of Engineering Diversity Programs
- TCE FD: TC Finance Director
- TICE DEI WG: TCE Diversity, Equity, and Inclusion Working Group
- URM: Underrepresented Minorities

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Evaluate the current state of the college and get buy-in on the value of and need for diversity, equity, and inclusion (DEI) in engineering from students, faculty, staff, deans, and department heads	1. Complete initial climate assessment (surveys, interviews, focus groups) to baseline current college state 2. Regularly re-assess climate (at least every 3 years)	• Report submitted to dean summarizing current college climate and in out-year assessments, comparing to previous climate to assess growth and trends • Feedback from focus groups at all levels (students, staff, faculty, administrators)	1. Complete initial assessment and reporting May 2021 or as available from DDE climate assessment 2. Repeat assessment and reporting every three years thereafter	1. Rely on or build off climate assessments being completed in Division of Diversity and Engagement. College DEI Lead (CDL) responsible for interfacing as appropriate. 2. CDL responsible for initiating and performing follow-up assessments
Discover and share what TCE centers and departments are already doing to develop and strengthen department/center/unit climate through promoting active intra-college DEI information and best practices exchange	1. Form TCE DEI working group (WG) with representatives from each center, department, office, and the Anti-Racism and Allyship Taskforce 2. Interact with the Division of Diversity and Engagement (DDE), Council for Diversity and Interculturalism (CDI), and other offices to understand what DEI activities are happening UTK-wide 3. Survey members of TCE and TCE DEI WG on value and impact of DEI WG 4. Establish a biannual Engineering DEI summit for DEI WG members, department/center members, and others (e.g., DDE) across campus 5. Design and implement a dashboard for sharing	• Frequency of TCE DEI WG meetings, number of active participants • Annual feedback survey data collected from TCE DEI WG members on impact, value, and direction of TCE DEI WG; and from TCE students, staff, faculty, administrators on perceived value and impact of TCE DEI WG. • Number of centers and departments represented in TCE DEI WG • Number of faculty and staff participating • Number of tips and practices collected •	1. Early fall 2021 TCE DEI WG members identified and kick off meeting held. Meetings held monthly and group communication established through MS Teams. 2. Spring 2022, initial discussions with other groups on campus to understand TCE needs and relationship with other ongoing efforts. 3. Initial survey administered in larger TCE survey in Spring 2022. Annually in Spring thereafter.	1. CDL to solicit nominations/volunteers for members from all centers, departments, offices, and AATF. CDL serves as chair and coordinator of TCE DEI WG. 2. CDL and TCE DEI WG coordinate with DDE, CDI, and campus calendars to understand regularly scheduled DEI activities 3. CDL responsible for initiating college survey to include questions about TCE DEI WG 4. CDL and TCE DEI WG to plan and execute Engineering DEI

	resources in public-facing website (similar to e.g., https://dei.gsu.edu/diversity-database/)		4. First Engineering DEI summit planned for Spring 2022 (and even year springs thereafter to alternate with WomEngineer's Day) 5. Design begins during Fall 2021. Implementation of initial dashboard expected in Fall 2021/Spring 2022.	Summit with college events staff. 5. Design process led by CDL with TCE communications, TCE DEI WG, and OEDP (in collaboration with relevant folks in DDE and CDI Data Subcommittee). Implementation
Educate college members on DEI issues and opportunities	1. Give IDI assessments to all faculty, staff, and students (prioritize Deans, DHs, ADHs, staff, faculty, GTAs, GRAs and UGs) 2. Incentivize attendance at SafeZone training for all college members (administration, faculty, and staff, and students (prioritize GTAs, GRAs, and UGs)) 3. Identify other training and educational opportunities on campus and market to college	• Percentage of members of each groups with IDI assessments. • Percentage of faculty completing SafeZone training • Participation rates of TCE members in additional training opportunities • Post-training self assessment results and periodic focus groups	1. Start Fall 2020, complete with administration (college-level and department heads) by July 2021 2. Start with AY21 annual review, Ongoing. 3. Begin identifying opportunities in Fall 2020, Ongoing.	1. Assessment requests initiated by CDL 2. College and department leadership to integrate this into annual performance review for DHs, faculty, and staff. Coordinate with the Pride Center to ensure we don't overwhelm them. 3. CDL responsible for identifying and marketing additional opportunities
Institutionalize that DEI work is everyone's responsibility in the college	1. Provide orientation training for students, staff, faculty that includes direct communication about current college climate, intended college climate, DEI, mentoring, etc.	• Participant feedback on orientation effectiveness through post-event surveys or focus groups	1. Relevant onboarding at new faculty orientation starting in August 2021. Onboarding for TCE students starting August 2021.	1. CDL to develop and deliver onboarding training for faculty, staff, and graduate students. Work with DOS office to develop and deliver training for UG students.

2. Create meaningful mentoring programs and affinity groups for students, faculty, and staff 3. Establish commissions that report to TCE Dean, including international students, graduate students (see also Goal 6), exempt staff, nonexempt staff 4. Establish monetary awards for presentation at TCE Diversity Awards Banquet for students, student groups, staff, faculty 5. Establish DEI-focused service awards to be presented at the TCE awards banquet. Award categories will include at a minimum Early Career (pre-tenure), Sustained Contributions (demonstrating efforts over a period of 7 years or more), potentially unit or team recognition. Monetary prizes will be provided that match equivalent research awards. 6. Continue WomEngineer's Day as biannual event. 7. Explicit consideration of DEI work in annual performance reviews and promotion and tenure recommendations.	• Participation rates of students, faculty, and staff in mentoring and affinity groups • Periodic feedback from participants of effectiveness, relevance, and value of affinity groups and mentoring programs • Verification of receipt of reports from commissions to Dean • Report to Dean of award recipients at Annual TCE Diversity Awards Banquet and development of awards for students, student groups, staff, faculty • Annual review of the pool of nominees for all college-level awards that assesses demographics of nominees and awardees over time • Create additional college-level awards to recognize outstanding efforts in DEI and monitor nominations and selections. Include awards targeted for different levels of college members	2. Begin designing mentoring programs and affinity groups during AY21. Roll out to faculty, staff, and students by Fall 2021. 3. Identify initial set of commission focuses by Feb 2021. Solicit commissioners and hold first meetings in Mar/Apr 2021. First report on recommendations to Dean by May 2021. Ongoing 4. Monetary award amounts and source of funds identified by Jan 2021. Award descriptions updated to indicate prize by Jan 2021 prior to nominations. Monetary prize given at Spring 2021 banquet. Awarding of prizes ongoing. 5. DEI-focused awards established and advertised by Jan 2021 for nominations and presentation at Spring 2021 TCE awards banquet. Ongoing. 6. WomEngineer's Day planning to commence	2. CDL to develop and oversee mentoring programs and affinity groups 3. CDL to develop and oversee college commissions. Dean responsible for receiving and reviewing reports and acting on recommendations. 4. CDL office to establish and dispense monetary awards, work with TCE Business Manager and Development to ensure funding. Office of Diversity Programs to assist with planning and hosting annual honors banquet 5. CDL office to establish awards. TCE Honors and Awards committee to evaluate awards 6. WomEngineer's Leadership Council to plan and host WomEngineer's Day 7. CDL, Associate Dean of Faculty Affairs, and Department leadership to update P&T and annual review expectations to include DEI. Department chairs will work with their faculty to integrate appropriate language in their department bylaws.

		(students, staff, early-career faculty, sustained efforts, teams or subunits) • WomEngineer's Day, planned and led by students, every odd-year Spring • Feedback from post-WomEngineer's Day survey by attendees and post-event review by planning committee • Instructions added to DH email for documenting D&I work in annual reviews • Updates to all department bylaws to explicitly include DEI contributions as part of annual performance review and P&T review • Periodic focus groups and surveys of faculty, staff, and students that includes the perceived importance and relevance of DEI in TCE and engineering fields • Annual report out to the college Board of Advisors (BOA) on activities and collect feedback from BOA	one semester prior to the event. Timing of the next WomEngineer's Day (originally planned for spring 2021) will depend on the ongoing pandemic situation, likely will occur in Spring 2023. Recurring every two years (expected to remain primarily in odd-year Spring to alternate with Engineering DEI Summit). 7. Annual review, tenure, and promotion criteria updated to include DEI work by Aug 2021. Department bylaws updated to reflect DEI consideration in all reviews by May 2022. Ongoing.	

Integrate Anti-Racism and Allyship across the college	1. Establish Anti-Racism and Allyship Taskforce 2. Identify Taskforce structure, subcommittees, and goals 3. Report on activities, findings, and identified needs to Dean annually. Incorporate feedback from constituent groups (students, staff, faculty, BOA) in report to support long-term evaluation of task force activities and efficacy.	• Evaluation of bias incident reports related to TCE students, staff, and faculty • Participation rates of students, staff, and faculty in Taskforce and Taskforce-planned activities • Feedback from URM-led focus groups on the effectiveness of Anti-Racism and Allyship Task Force	1. Chair identified by August 2020. Executive committee members identified by October 2020. 2. Taskforce structure, subcommittees, and goals for initial year identified by December 2020. Task force structure will be regularly reviewed and updated with consideration of current needs and availability of participants. 3. Annual report to Dean and Dean's office by May 2021. Recurring annually in May.	1. CDL, Dean to establish task force and appoint chair 2. Taskforce chair and executive committee to establish initial task force structure and evaluate any need for change. 3. Taskforce chair to submit reports.
Collaborate within TCE and with other STEM majors to offer co-curricular programming showcasing women and URM professionals	1. Host events, speakers, panels, etc. that serve as a platform for showcasing women and URM professionals in STEM fields in an effort to connect under-represented students with professionals in their field. 2. Increase publicity of accomplishments of URM and	• Number of events per semester • Student participation rates at events. • Post-event survey for feedback on speakers, engagement, and event series • Number of student or faculty provided	1. Start Spring 2021. Ongoing 2. Effort previously started and progress already underway. Ongoing	1. OEDP (Office of Engineering Diversity Programs), Dept. Heads, Deans, Communications Specialists 2. Dept. Heads, Deans, Faculty, Communications Specialists, Development office (to help identify alumni stories of note)

	women students, alumni, and faculty	recommendations for future speakers and events • Number of articles in each TCE and department newsletter/update featuring a woman or URM student or alumni • Representation of TCE constituents included in *The Conversation* and resulting media coverage		

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Attract greater numbers of individuals from historically underrepresented populations (HUP) into faculty	1. Initiate study to determine most effective practices to date in increasing TCE diversity and promote use these practices throughout the college 2. Track search data (diversity of pools, salary and startup offers, success rate) 3. Conduct exit survey of applicants addressing inclusivity of search process. 3. Explore opportunities for funding professional development events targeting prospective faculty candidates from HUPs 4. Identify a college level lead (CDL, Goal 1, Responsible Parties) to coordinate and provide accountability for diversity, climate, and inclusion in the TCE. 5. Designate college pool of "diversity advocates" for search committees 6. Work with provost to strengthen dual career support	• Percentage of new faculty at each rank who are from HUPs. • Feedback from applicants in exit survey on inclusivity and value for diversity in search process. • Feedback from faculty on value of STRIDE training.	1. Spring 2021 2. Fall 2020 3. Fall 2021 4. Spring 2021 5. Spring 2021 6. Fall 2021	1. CDL, FDSC (Faculty Diversity Subcommittee) 2. CDL, FDSC 3. CDL 4. CDL 5. CDL 6. CDL, Provost

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

	7. Include improving diversity, climate, and inclusion in administrator evaluations, for example DHs, ADs, Directors. 8. Require STRIDE training for all faculty		7. Fall 2021 8. Spring 2022	7. CDL 8. CDL
Retain greater numbers of individuals from historically underrepresented populations (HUP) into faculty	1. Apply ASEE EDGE Assessment Tool 2. Offer trainings on sensitivity/diversity and deploy climate survey regularly (see Goal 1 also) 3. Increase fraction of administrators and faculty with STRIDE 2 (focused on retention) training 4. Provide professional development opportunities through faculty women's group and other affinity groups 5. Conduct exit interviews of faculty who leave the university 6. Conduct annual survey of probationary faculty to probe effectiveness of mentoring, progress toward P&T expectations, climate	• Strengths and areas of improvement identified in EDGE survey • Percentage of HUP faculty successfully tenured and promoted to associate, full professor. • Feedback from faculty on inclusivity, value of diversity. • Feedback from faculty and administrators on value of STRIDE 2 training • Feedback from faculty leaving UTK on inclusivity, climate. • Feedback from junior HUP faculty on mentoring experience •	1. Fall 2020 2. Spring 2022 3. Fall 2021 4. Spring 2021 5. Start Fall 2021 6. Start Spring 2021	1. FDSC 2. FDSC 3. CDL 4. CDL 5. CDL 6. CDL
Attract greater numbers of individuals from historically underrepresented populations (HUP) into faculty-oriented administrative positions	1. Require job search candidates to include diversity and inclusion statement with application 2. Promote strong confirmation of value of diversity in interview	• Percentage of new college administrators hired who are from HUPs. • Feedback from search candidates on inclusivity of hiring process.	1. Spring 2021 2. Spring 2021	1. CDL 2. CDL

	meetings with upper level administration 3. Conduct exit surveys of applicants for faculty positions.		3. Fall 2021	3. CDL
Retain greater numbers of individuals from historically underrepresented populations (HUP) into faculty-oriented administrative positions	1. Identify opportunities and advocate for leadership development opportunities for HUP faculty 2. Provide a transition guide and resource list for new administrative hires getting settled in Knoxville or Tullahoma. 3. Have mentoring program for faculty interested in administrative positions with emphasis on diversity and inclusion 4. Conduct focus groups of current administrators 5. Conduct exit polls of applicants for administrative positions.	• Feedback from TCE administrators from HUPs on support and inclusivity of TCE climate. • Feedback from administrator focus groups on college climate, inclusivity. • Feedback from administrators leaving position (exit survey) on inclusivity and equity for administrators in TCE.	1. Spring 2021 2. Spring 2022 3. Spring 2022 4. Spring 2021 5. Spring 2021	1. CDL, DHs 2. CDL 3. CDL, Provost 4. CDL 5. CDL
Attract greater numbers of individuals from HUPs into staff and staff-related administrative positions	1. Require that everyone has STRIDE training before serving on a search committee. 2. Encourage utilizing the staff advisory committee to meet with non-exempt staff candidates and provide feedback to the hiring authority. 3. Have liaison (like faculty) for candidates to reach out to obtain benefits information, insurance, campus, etc. 4. Advertise benefit information and professional development opportunities in job announcement	• Feedback from HUP staff on TCE climate • Percentage of new hires that are HUPs • Feedback from applicants on inclusivity of hiring process	1. Fall 2022 2. Annually, Beginning Spring 2021 3. Spring 2022 4. Ongoing starting Spring 2021 5. Spring 2023	1. TCE FD or Designee, Dir. Of Eng. Div. Programs 2. TCE Finance Director or Designee 3. TCE Finance Director or Designee 4. TCE Finance Director or Designee and HR 5. Business Managers or Directors (Hiring Managers that post

	Strategies	Measures	Timeline	Responsible
	5. Assess staff demographics, inclusivity survey, 2010 TCE DAP data, and campus climate survey (see Goal 1 also) 6. Have more flexible benefits such as student loan paid, moving expenses, etc. 7. Pay for interviewee costs to come to the in-person interview. 8. TCE HR reviews all job postings for inclusive language and suitable qualifications. 9. Advertise job postings across multiple sources and platforms.		6. July 2022 – obtain data analysis to provide departments to help them plan for TO and work into their budget 7. Ongoing starting Spring 2021 8. Ongoing starting Spring 2021 9. Start Spring 2021	position and write the announcement) 6. Business Manager/Director 7. TCE Finance Director or Designee and hiring managers 8. Campus Recruitment with TCE HR 9. TCE Finance Director or Designee
Retain greater numbers of individuals from HUPs in staff and staff-related administrative positions	1. Provide development opportunities for staff to work with a diverse student and faculty population. 2. Administer TCE campus climate survey (see Goal 1 also) 3. Implement and utilize existing programs for retention by using widespread communication. 4. Provide a transition guide and resource list for new staff getting settled in Knoxville or Tullahoma. 5. Continue TCE Staff Advisory Council. 6. Develop workshops for all staff on diversity and inclusion topics. 7. Create a clear pathway for all staff to be promoted	• Percentage of staff and staff-related administrators who are from HUPs. • Feedback from HUP staff and staff-related administrators on TCE climate • Feedback in exit surveys of staff and staff-related administrators on inclusivity, equity.	1. Ongoing starting Spring 2021 2. Fall semester 2021 3. Ongoing and starting Spring 2021 4. Currently and Ongoing beginning Spring 2021 5. Fall 2021 6. Spring 2023 7. Spring 2023	1. TCE Admin in collaboration with HR, OED and other departments and programs that are in place to help with this achievement. 2. Dean, diversity and TCE Finance Director or Designee 3. TCE Finance Director or Designee 4. Ongoing collaboration with University Partners to promote and communicate the variety of existing programs such

				as K@te, HR, Linked In and OED which all promote diversity and inclusion.
				5. TCE Administration and Dean; utilize existing programs and maybe developing our own.
				6. TCE Finance Director
				7. UTK HR

Goal 3: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Gather best practices via connecting UTK/TCE networks to networks with external research centers (e.g., NSF Engineering Research Center, UW-Do It), and institutions nationwide; learn what works and adapt/adopt to develop effective and sustainable practices	1. Identify faculty/ staff members with strong external connections at external research centers, other universities, etc. 2. Establish regular communications and provide best practices to recruitment committees, ADASA 3. Establish committee with industry, DOE/NSF/ etc. 4. Collect assessment strategies and best practices	• Consortium sub-committee formed • Report on committee activities issued annually to dean • Number of assessment strategies and best practices collected	1. Jan. 22 form subcommittee 2. Monthly starting Feb. 22 3. Aug. – Oct. 22 External partners established 4. Ongoing; starting Feb. 22	1. CDL 2. Edwards Asst. Dean 3. Associate Deans: Research, Faculty Affairs, & ADASA 4. Edwards Asst. Dean
Recruit a UG class that values inclusion and expand the proportions of under-represented populations.	1. Collect UG recruitment data annually for students from HUP and international students	• Percentage of students from HUP and international (first-year	1. Fall 2021 2. Fall 2021 - Spring 2022	1. Department Heads will provide input on goals and assistance to recruit, TCE Data Analyst will

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	2. Increase participation of student groups focused on diversity at TCE open house events on and off campus 3. Emphasize inclusion within online and social media communications strategy. 4. Incentivize faculty participation in department visits and interaction 5. Review admissions standards to identify barriers (standardized test scores, admission criteria, etc.) and provide tools/resources to improve HUP recruitment. 6. Partner with HUP student organizations and departments for more targeted recruitment (e.g., use peer-to-peer approach to recruit students)	vs. transfer) that are increase each year. • Annual review and feedback sessions of recruitment data. • Percent increase in students from HUPs attending TCE open house events each year. • Satisfaction survey to be administered after the open house. • Number of students who actively participate within programming through use of digital marketing. • Review digital marketing comments and satisfaction survey. • Percent increase in students from HUPs who actively participate within departmental programming. • TCE faculty participation on panel discussion about their past experiences. • Percent increase in students' enrollment at-risk students. • Review admission comments and satisfaction survey once confirming enrollment.	3. Fall 2021 - Spring 2022 4. Fall 2021 - Spring 2022 5. Fall 2021 6. Initial program development during AY21-22, peer-to-peer recruiting in Spring 2022 for AY22-23	centralize all recruitment data and provide reports. 2. TCE Departments, OEDP, Students (e.g. TCE Ambassadors, etc.), Student Groups implement events. OEDP will administer survey. 3. TCE Comm. Office consult with OEDP to implement digital marketing and survey. 4. Dean Office, TCE Departments, OEDP encourage faculty participation and OEDP host feedback session. 5. Deans, OEDP, Faculty (TCE, Math, etc.) work with recruitment committee in ADASA to update Undergraduate Admission and improve experience. 6. ADASA and OEDP will develop program. Student societies and departments will implement program. OEDP will administer survey.

		• Participation of HUP student organizations in recruitment • Feedback from current and recruited students on peer-to-peer recruitment effectiveness		
Expand support of UGs from HUPs to improve academic and professional success.	1. Collect UG retention data annually for students from HUPs and international students 2. Increase TCE collaboration with support offices in advising, professional practice, and housing/financial aid 3. Schedule informational meetings of office of professional practice with all student groups serving HUPs. 4. Provide improved guidance to employers to help international students work in positions that typically require work authorizations. 5. Create program for a small cohort of first generation and HUPs (Math 131 ready) to launch in the 2021-2022 academic year.	• Percentage of HUPs that are retained each year (FR to Graduation). • Administer exit survey for TCE students who graduate or transfer-out. • Annual review and feedback sessions of retention data. • Percent increase in students' retention from HUPs who actively participate within support offices. • Review student services comments and satisfaction survey about services provided. • Percent increase in participation by students in HUPs in Engineering Professional activities (co-op/internships and development sessions). • Satisfaction survey to be administered after the event.	1. Fall 2021 2. Fall 2021 - Spring 2022 3. Fall 2021 4. Fall 2021 5. Fall 2021	1. Department Heads will provide input on goals and assistance to recruit, TCE Data Analyst will centralize all recruitment data and provide reports. 2. TCE Support Office (Advising & Prof. Practice) will provide feedback/survey data and consult with OEDP on improvement measures of collaboration. 3. TCE Prof. Practice responsible for hosting sessions, data tracking, and providing feedback/survey data. 4. TCE Prof. Practice responsible providing guidance, data tracking, and providing feedback/survey data. 5. ADASA responsible through diversity

	6. Work with TCE to enhance Student Resource Center to provide academic support within TCE introductory subjects for at HUPs 7. Provide engineering transition program for pre-calculus-ready students at the undergraduate level to improve retention and graduation efforts 8. Develop individual departmental mentoring/transition programs to improve retention of HUPs' success at the departmental level	• Number of special information sessions to engineering student societies related to under-represented students each academic year (with a target of one to each group per year). Satisfaction survey to be administered after the event. • Creation of one-page guidance document for employers. Satisfaction survey to be administered for employers and international students. • Percent increase in students' retention from first generation and HUPs students (Math 131 ready) who co-op. TCE student participation on panel discussion about their past experiences. • Percent increase in students' academic pass rate within introductory freshmen/departmental STEM subjects for HUPs. Satisfaction survey to be administered for students' experience.	6. Fall 2021 7. Summer 2021 8. Spring 2022	committee to host feedback sessions and review. TCE Support Offices (Advising and Prof. Practice) and OEDP responsible for hosting program. 6. ADASA responsible through diversity committee to host feedback sessions and review. Support Srv (Student Success, Multicultural Student Life, Department Tutoring, etc.) and OEDP responsible for hosting program and feedback/survey data. 7. ADASA responsible through diversity committee to host feedback sessions and review. OEDP, Advising, & ENGAGE responsible for hosting program and feedback/survey data. 8. ADASA responsible through diversity committee to host feedback sessions and review. OEDP, Advising, ENGAGE/Honors & TCE Departments responsible

		• Percent of pre-calculus-ready students to start MATH 141 in fall of freshman year (Benchmark: 80%). Satisfaction survey to be administered after the event. • Percent of students from HUPs with Math ACT Sub scores of 25-27 starting departmental engineering courses in sophomore year (Benchmark: 80%). Satisfaction survey to be administered after the event. • Departmental URM student retention rates (Benchmark: increase by 20% annually until department reaches overall URM annual graduation success rate - 80%). Satisfaction survey to be administered after the event.		for hosting program and feedback/survey data.
Recruit and retain a graduate student class that values inclusion and expand the proportions of students from HUPs	1. Collect GR recruitment and retention data annually for students from HUP and international students	• Percentage of students from HUP and international (MS vs. PhD) that are retained each year. • Administer exit survey for TCE students graduate or discontinue.	1. Fall 2021 2. Spring 2022 3. Spring 2022	1. Department Heads will provide input on goals and assistance to recruit, TCE Data Analyst will centralize all recruitment data and provide reports.

	2. Provide UG research experiences for students from HUPs 3. Work with National GEM Consortium to recruit HUPs into exist graduate programs.	Annual review and feedback sessions of retention data. • Percentage of UG HUPs to attend graduate school. TCE student participation on panel discussion about their past experiences. • Percentage of GEM applicants to attend graduate school. Satisfaction survey to be administered after the event.		2. ADASA responsible through diversity committee to host feedback sessions and review. OEDP & TCE Departments host UG research program and collect data. 3. ADASA responsible through diversity committee to host feedback sessions and review. OEDP, TCE Departments, GEM Consortium and Graduate School responsible for hosting recruitment event and collect data.

Goal 4: Develop and strengthen partnerships with diverse communities [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Build a strong network with local industry members that value DEI	1. Identify faculty/ staff members/ UT Research Foundation/ Office of Research and Engagement personnel with strong external connections to form a subcommittee	• Faculty/staff list created • Collaboration site, channels, structure created • Frequency of meetings • Number of participants	1. Apr. 21 form subcommittee	1. CDL

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[2] People from various cultural, racial, and ethnic backgrounds.

	2. Gather a list of HUP-led local tech and manufacturing industries and contacts (executives and HR) 3. Include tech and manufacturing industry contacts in monthly or bi-monthly meetings 4. Invite contacts to DEI outreach summit with campus consortium or make them partner-members	• Feedback survey to determine value of network and participation • Number of industry partners. • Committee formed, structure established and charged • Survey industry partners on value of HUP outreach efforts, value proposition	2. May – Aug. 21 relationship building with industry 3. Aug. 21 begin to include industry reps in monthly or bi-monthly meetings 4. May 22 Annual symposium	2. Edwards Asst. Dean 3. Office of Professional Practice 4. Assoc. Dean for Research and Facilities
Discover and adapt outreach and partnership practices from nationwide under-representative organizations and consortiums to ensure efforts to create and strengthen partnerships are effective and sustainable	1. Identify faculty/staff with connections to nationwide HUP organizations and consortiums and invite to form advisory committee 2. Gather a list of HUP organizations and contacts (NACME, SECME, etc.) from UTK college and UTK-wide offices of DEI 3. Reach out to contacts with existing relationships at such organizations (WEPAN, NAMEPA, ASEE-MINDS, etc.) and determine what collaborations are already in place 4. Document DEI engagement and	• Faculty/staff list created • Collaboration site, channels, structure created • Focal point for communication committee between campus units established • Frequency of meetings • Number of participants • Committee formed, structure established and charged • Number of DEI outreach approaches from national organizations • Number of guest speakers and workshop leaders	1. Apr. 21 form subcommittee 2. May 21 generate/consolidate the list of nationwide external URM organizations 3. May – Dec. 21 identify and establish relationships 4. Jan – Dec. 22 document practices	1. ADASA, CDL, TCE Development 2. ADASA diversity and scholarship committees, WomEngineer's Leadership Council, OEDP, CDL 3. ADASA diversity committee CDL, ETEC 4. CDL, Office of Community Engagement

			5. May 22 Annual symposium	5. CDL, Office of Community Engagement
partnership approaches of national organizations 5. Invite contacts to DEI outreach summit with campus consortium as guest speakers/workshop leaders				
Expand STEM education outreach to communities and P-12 and community/state colleges and institutions with diverse populations in the regions from which UTK recruits	1. Gather a list of faculty/staff with interests and responsibilities for STEM outreach (broader impacts for grants) to form/join a subcommittee 2. Establish internal and external STEM education relationships 3. Capture /document student needs and build educational modules from existing sources for summer or AY sessions 4. Coordinate P-12 STEM outreach with Office of Eng. Diversity Programs, Student Affairs and TCE DEI outreach consortium to build upon established summer programs at UTK 5. Expand STEM outreach at P-12 facilities	• Staff/faculty list created • Subcommittee formed, structure created, and charged • Collaborative site developed • Number of student needs identified • Number of educational modules built • Number of educational modules implemented • Number of STEM outreach events at P-12 facilities • Event feedback collected and program revisions identified	1. Mar. 21 form subcommittee 2. Apr. – Dec. 21 establish relationships externally and internally 3. Jan. – Dec. 22 build educational modules 4. June 22 summer program 5. Mar. – May 23 conduct P-12 program	1. CDL 2. ADASA Outreach Committee 3. ADASA Outreach Committee, TCE OEDP 4. UTK Office of Community Engagement, ADASA Outreach Committee 5. UTK Undergraduate Admissions

| Improve broader impacts sections of proposals that address outreach. | 1. Increase college level resources for developing broader impacts (BI) elements in proposals
2. Create database of lessons learned in development of BI plans | • Number of faculty using college resources to develop BI elements
• Feedback from faculty who use the BI resources on the effectiveness and value of those resources
• Number of BI lessons learned collected in database | 1. Fall 2021

2. Fall 2021 | 1. CDL, TCE Research Office, ADASA- Outreach Committee

2. CDL, TCE Research Office, ADASA- Outreach Committee, TCE DEI WG |

Goal 5: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase cultural awareness of students in existing core EF and/or required departmental courses.	1. Identify and develop relevant content to be covered as part of core EF and departmental courses, in the context of global challenges of the 21st century and inclusive engineering design. 2. Initiate collaboration between TCE and relevant university units, such as the department of theatre, OIT, etc. to create short clips highlighting cultural differences. The clips will be shown during TCE student orientation and are made accessible to UT community for education purposes. (see goal 1 also)	• Survey of courses available to students in EF and departments to identify where Action 1 can be easily implemented. This list should include the number of faculty members teaching these courses and students enrolled in these courses. • Survey to assess students' intercultural development (using IDI or similar platforms) on entrance and graduation. • Include cultural awareness as a critical part of an engineering project grading rubric. Reserve a	1. Fall 2021 and Annual thereafter 2. Spring 2022	1. DH (or designee), EF/Honors directors (or designee) 2. TCE Academic Affairs, and TCE Communications Office

	3. Engage Division of Diversity and Engagement in identifying content and/or training faculty to include DEI as a required topic in engineering seminar or professional topics courses. DEI are presented in the context of academic and industry environments. Concrete, relatable test cases are presented in an interactive way. For example, include implicit bias training (similar to STRIDE) in UG classes. (See goal 1 also. This training would be incorporated in upper-division engineering seminars or professional topics courses which touch on requirements for licensure, professional ethics, and membership in professional societies. One of the requirements from the accrediting body for all engineering programs across the country is that students must demonstrate an ability to work in diverse teams. This goal is connected to that requirement.)	course session to discuss the overall performance of the class in incorporating cultural awareness into their design. • Anonymous survey that assesses the quality and effectiveness of the DEI short clips. Use the survey results to improve the next version of the DEI short clips. • For engineering seminar or professional courses, require students to attend the DEI session and write a two-page reflection essay that summarizes the seminar content and evaluates their own biases and professional conducts. The Harvard Implicit Association Test might be included as part of this assignment if the instructor finds it helpful.	3. Fall 2021 and Annual thereafter	3. Faculty (or designee)
Develop new experiences for TCE students	1. Establish a college-wide Committee on Global Initiatives (CGI) to coordinate	• Annual report from the committee. This report should include historical data on the number and	1. Fall 2021 and Annual thereafter	1. Committee on Global Initiatives (CGI)

	study abroad courses and other international initiatives.	demographics of students, UT faculty, and faculty exchange involved in the program, quantitative and qualitative analysis on the impact of the program on the students, faculty, and UT, and updates on future strategies to reach our DAP goal.		
	2. Assess TCE standing compared to peer institutions in terms of international student demographics to strategically establish international partnerships for 2+2, 2+3 programs and faculty exchange to increase international population and exposure in TCE.		2. Fall 2021	2. CGI
	3. Participate in, organize and/or host new global competitions and events leveraging and showcasing TCE unique strengths and resources.	• Report on funds raised to support EWB and related activities, number of student memberships in EWB and similar organizations, number of activities held annually.	3. Fall 2021 and Annual thereafter	3. CGI and DHs (or appointee)
	4. Explore a degree option for TCE students similar to Georgia Tech's International Plan (https://oie.gatech.edu/ip/about-ip-program). The International Plan is a four-year undergraduate academic program aimed at developing the global competence of students within the context of their majors.	• Survey of percentage of HUP in TCE international experiences. • Update annually a dedicated college website to showcase students' international/global experiences.	4. Fall 2021	4. CGI (implementation depends on high–level university administration support)
	5. Engage student organizations, such as Engineers without Borders (EWB) and collaborate w/ HUP and international student organizations to	• Survey the impact that study abroad has on internship and scholarship opportunities, foreign language skill, and career success of students who are participating in study abroad program or other international/global degree programs. Student interviews should be	5. Spring 2021 and Annual thereafter	5. CGI, EWB advisors, TCE Communications Office, and TCE Executive team, in coordination with UT administration, such as CGE
				6. CGI

	encourage participation in existing program. 6. Offer travel support for member(s) of HUP and international organizations to participate in existing opportunities.	conducted whenever possible.	6. Fall 2021 and Annual thereafter	

Goal 6: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase access to opportunities for curricular and extracurricular professional development activities for graduate students of diverse backgrounds.	1. Develop and deploy a website listing all opportunities for professional development available to grad students in TCE 2. List activities categorically, in accordance with the desired skillset of TCE graduate students (see action 3 in the following objective) 3. Develop a "showcase curriculum" to guide students on which opportunities to pursue within each category based on the stage of their career and background/self-assessment in relevant skills 4. Update website continually such that all activities publicized through other means (e.g. TCE e-mail newsletter) are first/concurrently made available through the website	• Website deployed • Rates of early-career (y1-y2) publication • Retention rates • Graduate exit surveys (perceived preparedness, skill self-assessment, placement satisfaction) • Website free-form feedback / anonymous comments	1. Deployed Spring 2021, updated continually thereafter 2. Deployed Spring 2021 3. Deployed Spring 2021 4. Beginning Fall 2021, minimum monthly thereafter	1. AD of Academic and Student Affairs (ADASA) 2. ADASA 3. ADASA 4. ADASA

	5. Publicize website in TCE and during new graduate student orientation		5. Late Spring 2021 or at the start of the Fall 2021 semester	5. ADASA
Understand the literature, peer best-practices, and current graduate student needs with respect to equitable graduate student professional development	1. Form college graduate student professional development review committee (GSPDRC) 2. Perform a literature review and survey of peer-institution best-practices for professional development of graduate students from diverse backgrounds 3. Based on results of lit. review and peer survey, propose a desired TCE graduate student skill set to include the desired (non-major) technical and non-technical skills necessary for all TCE graduate students to be successful in careers in a diverse world 4. Develop a common framework and set of requirements for surveying professional development activities hosted within TCE with respect to their effectiveness in promoting the desired skillset. 5. Survey current graduate students to understand their self-assessed skillset, and their perceptions of TCE programs in developing this skillset and preparing them	• Formation of committee • At least 6 peer institutions reviewed • Brief surveys of participants in ongoing TCE professional development activities (perceived skill growth, value of activity, etc.) • Graduate student entry survey quantitative and qualitative results (perceived preparedness, skill self-assessment, etc.) • Graduate exit survey quantitative and qualitative results (perceived preparedness, placement satisfaction, etc.) • Broad survey of current graduate students (quantitative & qualitative) • Graduate student focus groups	1. Completed Spring 2021 2. Completed Spring 2021 3. Deployed Spring 2021 4. Developed Spring 2021 5. Fall 2021	1. AD of Academic and Student Affairs (ADASA) 2. GSPDRC 3. GSPDRC 4. GSPDRC 5. GSPDRC

	for post-graduation careers in a diverse world			
	6. Present, to TCE, findings and a plan for revision to existing professional development activities and additional activities to be developed (following the initial activities in the following objective)		6. Fall 2021	6. GSPDRC, ADASA
	7. Deploy a procedure for continuous (minimum annual), evidence-based supplementation/revision of graduate student professional development activities with emphasis on fostering equitable access and preparing all graduate students for careers in a diverse world		7. First revision Spring 2022, annually thereafter	7. ADASA
Implement initial activities to promote best practices in fostering diversity and equity in post-graduation careers	1. Provide orientation for graduate students to understand the demographics and preparation level of the student population they will be working with	• Percentage of graduate students participating is DEI-related professional development activities	1. Fall 2021	1. ADASA
	2. Make IDI assessment available to all graduate students (see also Goal 1)	• Percentage of graduate students completing IDI assessment	2. Fall 2022	2. ADASA
	3. Make implicit bias awareness training (i.e., STRIDE) available to all graduate students	• Percentage of graduate students with implicit bias training	3. Fall 2022	3. ADASA
	4. Promote activities of the Teaching and Learning	• Post-workshop surveys of value of the workshops, degree to which they feel prepared to teach and conduct research in a diverse world.	4. Spring 2021	4. ADASA

	Innovation Center on teaching diverse learners		5. Fall 2021	5. ADASA
	5. Sponsor a graduate student workshop on teaching diverse populations of students		6. Spring 2021	6. ADASA
	6. Sponsor a graduate student workshop on collaborating with diversity officers/program directors in industry and universities			
	7. Sponsor a graduate student workshop on authoring broader impacts plans for research proposals		7. Fall 2021	7. ADASA
	8. Sponsor a workshop on federal grant opportunities that address diversity initiatives		8. Fall 2021	8. ADASA

Diversity Action Plan

College or Vice-Chancellor Unit: The University of Tennessee College of Veterinary Medicine (UTCVM)

Mission of the College or Vice Chancellor Unit: The college mission is focused on advancing animal, human, and environmental health. We accomplish this mission through educating students in the art and science of veterinary medicine and related biomedical sciences, discovering and disseminating new knowledge to veterinarians and others, and providing exceptional veterinary care to animals. Our vision is to create and sustain a college environment supportive of each individual's professional and personal growth where all students, staff, and faculty are encouraged to discover new things, to expand their knowledge, to deliver exceptional service, and to enjoy life beyond the work environment. Our three highest core values are Knowledge. Compassion. Discovery. The College will foster a learning community that embraces a thirst for knowledge, a culture of compassion, and a dedication to discovery. We believe student, staff, and faculty diversity of thought, experiences, and identity are essential to effectively serve our local, national, and global communities.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1. Assess the climate of the College of Veterinary Medicine as it relates to DEI.	1a. Create a Diversity, Equity, and Inclusion Survey assessment tool to be administered to all members of the CVM for feedback on the climate. i. DEI Survey has been adapted from AAVMC's survey tool for use at CVM. ii. Use this tool to direct DEI efforts of CVM (e.g. strengths, weaknesses, and actionable items or steps).	We expect 75% survey completion by faculty, staff and students (FSS). Data will be communicated to the FSS and used to make changes.	July 31, 2021	Dean, Department heads, Director of Diversity
2. Strengthen access.	Ensure facilities are accessible. Ensure facilities are available for nursing mothers. Ensure a quiet room for reflection. Appropriate documents to allow transition into our curriculum. Translators for students where English is a second language.	Positive progress on completion of actions.	Ongoing process	Dean, Associate Dean for Academic and Student Affairs, Assistant Dean for Students,

3. Enhance college access, diversity, and inclusivity communication.	3a. Provide internal college community and stakeholders immediate communication support denouncing hate speech when it surfaces within our University while maintaining and re-enforcing all peoples' right to free speech.	Annual documentation of number of statements and responses within Annual Report.	Initiated May 26, 2020	Dean, Associate Dean for Academic and Student Affairs, Director of Student Services, Diversity, and Recruitment
	3b. Improve the college internal- and external-facing webpage materials to better share and communicate college access, diversity, and inclusivity vision.	Annual documentation of changes to webpage materials. Assess webpage access metrics. Evaluate visual representation on webpage and promotional materials to make sure diverse groups are represented.	Ongoing process	Director of Student Services, Diversity, and Recruitment Curriculum and Assessment Coordinator
	3c. Develop and promote faculty-, staff-, and student-led events Spotlight diverse faculty, staff, students promoting access, diversity, and inclusion (e.g., college-wide day to celebrate diversity, including speakers).	Documentation of number of events. Positive feedback from faculty, staff, students, focus groups and surveys of our DEI efforts	Ongoing assessment.	Director of Student Services, Diversity, and Recruitment, Diversity Committee, Marketing and Environmental Enhancement Committee, Master Teacher Program Leaders
	3d. Create quarterly electronic college newsletter focused on access, diversity, and inclusion.	Annual number of newsletters or other communications created.	Ongoing assessment	Director of Student Services, Diversity, and Recruitment

4. Educate FSS on how to create a more accepting and inclusive environment within the college and hospital.	4a. Ensure students, staff, and faculty are aware of diversity and inclusion campus resources.	Create link on internal- and external-facing webpage materials to UTK diversity and inclusion materials and events calendar.	Ongoing process	Director of Student Services, Diversity, and Recruitment
	4b. Provide Intercultural Development Inventory (IDI) assessment for the college diversity committee.	Document number of people who complete IDI assessment Collect positive feedback regarding individual cultural awareness.	Complete by June 30, 2021.	Diversity Committee in coordination with UTK Diversity and Engagement Education and Training Consultant, Lorna Hollowell
	4c. Create a culture of ongoing DEI education.	Annually document training programs and speakers provided. Document the number of participants Collect positive feedback over time. Expect 75% participation of FSS in DEI training	Ongoing assessment. Completed by 2023	Director of Student Services, Diversity, and Recruitment, Diversity Committee. Dean, Department Heads if training becomes required.
	4d. Establish diversity and inclusivity focus groups to assess current program strengths and opportunities for improvement: i. VOICE/Broad Spectrum (Veterinarians as One For and Inclusive Community For Empowerment/Broad Spectrum) [3,4] ii. CVF (Christian Veterinary Fellowship) [5] iii. PAWsitive Impact [6] iv. FSS groups	Annual feedback from focus groups, students, staff, and faculty assessing DEI climate i. What is/is not working ii. Areas for improvement and suggestion iii. Exit Surveys from FSS	First assessment (July 1, 2021 – June 30, 2022), to be completed by August 2022	Director of Student Services, Diversity, and Recruitment; Diversity Committee; Veterinary Social Work

Goal 2: Recruit, secure, and retain greater numbers of individuals from historically underrepresented populations [1] into staff, faculty, and administrative positions.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1. Recruit, secure, and, retain greater numbers of individuals from historically underrepresented populations into staff, house officer, faculty, and administrative positions	1a. Create a full-time, Assistant Dean for Students position, which will report directly to the Associate Dean for Academic, and Student Affairs. The assistant dean (100% administrative assignment) will focus on veterinary student recruitment and retention, ensuring broad student access, diversity, and inclusivity within the DVM degree program.	Position filled	Complete position hire by June 30, 2021	Dean, UTCVM Executive Committee
	1b. Create a full-time, staff position to work directly with Assistant Dean for Students and focused on veterinary student recruitment and retention, ensuring broad student access, diversity, and inclusivity within the DVM degree program.	Position filled.	Complete position hire by June 30, 2021	Dean, UTCVM Executive Committee
	1c. Examine and work with Division of Diversity and Engagement to determine the best practices for identifying URM to serve in leadership and administration positions.	Analyze all faculty and administrative searches and document the diversity of the candidate pools. Identify faculty diversity change across the college and within college administrative leadership positions over time.	Ongoing assessment	Director of Student Services, Diversity, and Recruitment

	1d. Look at current hiring practices and accreditation pieces. 1e. Provide best practices for search committees. i. Include the college diversity committee in College searches. ii. Provide STRIDE training for faculty searches. 1f. Advertise/promote job opportunities at professional conferences and organizations (e.g. Marshall Recruitment Consortium) as a way to recruit underrepresented populations.	Participation of DEI committee members on search committees. Number of advertisements in publications Number of advertisements at conferences Increase faculty and staff hires by 2.5-5% Document exit survey feedback from all departing faculty, staff and students.		
	Provide opportunities for departing staff, faculty, and administrators to provide feedback on their personal and professional experiences within the College. This would give Department Heads and Dean's knowledge about why URM are leaving.	Document exit survey feedback from all departing faculty staff and students.	First annual assessment (July 1, 2020 – June 30, 2021) to be completed by August 31, 2021.	Dean, Department Heads, Director of Student Services, Diversity, and Recruitment

Goal 3: Attract, retain, and graduate increasing numbers of professional and graduate degree students from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1. Improve or develop methods of contacting, recruiting and retaining prospective students from historically underrepresented populations (HUP) and international students.	1a. Transition to a recruitment software system, such as SLATE, with UTK Graduate School (Contact: Dr. Sean Hendricks, Communications Manager). Develop "touchpoints" in SLATE where prospective HUP and international students receive information from the Director of Diversity and Recruitment, Assistant Dean for Students, and the Associate Dean of Academic and Student Affairs, including contact and demographic information.	Develop an annual report that identifies the (1) number and types of diversity and inclusion outreach events, (2) applications received from recruitment and outreach efforts, (3) admissions offers extended to prospective HUP and international students, (4) admissions acceptances received from HUP and international students, and (5) Student feedback prior to graduation.	First annual assessment (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Director of Student Services, Diversity, and Recruitment, Assistant Dean for Students, Associate Dean for Academic and Student Affairs
2. Increase recruitment efforts from the Office for Academic and Student Affairs.	2a. The Office for Academic and Student Affairs will create an advisor "toolkit" to assist undergraduate and pre-veterinary advisors. High school counselors will be provided with our "Road Map to Vet School" brochure for high school students.	Distributions of the "Toolkit" and "Road map" will be tracked annually and feedback regarding usefulness of materials will be assessed via direct counselor or survey feedback.	Advisor toolkit to be developed by December 31, 2021. First annual material tracking (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Director of Student Services, Diversity, and Recruitment, Assistant Dean for Students, Associate Dean for Academic and Student Affairs

	2b. The Office for Academic and Student Affairs will identify and reach out to prospective HUP and international students early in recruitment process and during admissions. Efforts will include (1) college attendance at campus events (i.e., Big Orange STEM) when possible and other outreach university and career fairs for HUP students and international events, (2) attendance in person or online via Zoom, Skype, online "Help" sessions for prospective HUP students and advisors, and/or virtual career fairs through partner organizations such as the Association of American Veterinary Medical Colleges, and (3) prospective HUP and international students will receive direct contact from the Office for Academic and Student Affairs and via email, letter, social media, and/or phone calls.	Develop an annual report that identifies (1) number and timing of individual student contact, (2) applications received from recruitment and outreach efforts, (3) admissions offers extended to prospective HUP and international students, (4) admissions acceptances received from HUP and international students, and (5) student feedback prior to graduation.	First annual assessment (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Director of Student Services, Diversity, and Recruitment, Assistant Dean for Students, Associate Dean for Academic and Student Affairs

3. Develop Memorandums of Understanding (MOUs) between HBCUs and HSIs.	3a. Establish relationships with other HBCUs and HSIs potentially leading to other MOUs.	Annually document the number of MOUs with HBCUs and HSIs; target the development of 3 MOUs. Also, report annual number of UTCVM Veterinary Professional Enhancement scholars.	Initiated – MOU successfully established 2020 between UTCVM and Tennessee State University. Complete second and third MOUs by December 31, 2022 and December 31, 2024, respectively.	UTIA Senior Vice President and Senior Vice Chancellor, Dean, Associate Dean for Academics and Student Affairs, Assistant Dean for Students, Director of Student Services, Diversity, and Recruitment
4. Increase scholarships to HUP students.	4a. Develop timelines, content and logistics to provide scholarships for prospective HUP students. Identify funds through partner organizations such as the United States Department of Agriculture, the National Institute for Food and Agriculture, the Department of Defense, and internally through the College advancement office.	Annual report of number and amounts of scholarships offered, accepted, and declined as well as an annual accounting of fund origin and amounts.	First annual assessment (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Dean, Associate Dean for Academics and Student Affairs, Assistant Dean for Students, Director of Student Services, Diversity, and Recruitment, Advancement Team
5. Create targeted marketing for traditional students in grades K-5, 6-8, and 9-12, and non-traditional students.	5a. Develop a marketing plan using peer processes that work well (i.e., Purdue, Ohio State, NC State, Texas A&M, etc…). Utilize the College website to provide materials for targeted marketing, areas for student highlights, and targeted marketing for	Identify the number of HUP and international students that received targeted marketing and the number which matriculate as UTCVM veterinary students. Secure grants to promote targeted marketing to	Complete and implement K-5 marketing plan by December 31, 2021. Complete and implement 6-8 marketing plan by June 30, 2022. Complete and implement 9-12 marketing plan by December 31, 2022.	Associate Dean for Academics and Student Affairs, Assistant Dean for Students, Director of Student Services, Diversity, and Recruitment, Diversity Committee, Marketing and Environmental Enhancement Committee

	non-traditional students. Create a recruitment presence at UTIA public events (Open House, Ag Day, etc.).	students	Complete and implement non-traditional student marketing plan by December 31, 2023.	
	Secure grants to promote targeted marketing to students		The following grant was acquired: "Building Diversity in the Veterinary Workforce through Targeted Recruitment and Engagement with Middle School aged" Underrepresented Minority Students	Dr. Michael Jones, Director of Student Services, Diversity & Recruitment
			The following grant was acquired: "Afterschool Animal Club at New Hopewell Elementary"	Companion Animal Initiative in Tennessee
6. Improve UTCVM alumni connections to strengthen recruitment.	6a. Attend alumni events and invite alumni to participate in diversity and inclusiveness programs.	Annually document the number of alumni participating in diversity and inclusiveness events and programs.	First annual assessment (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Assistant Director of Advancement and Alumni Affairs, Director of Student Services, Diversity, and Recruitment
	6b. Provide opportunity for assessment/feedback from alumni			

Goal 4: Create partnerships with diverse communities [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1. Create and support programs, which allow students to interact with diverse communities through curriculum, clinical rotations, externships, clubs and college sponsored events This would allow them to better serve a diverse community and help them succeed as a professional.	1a. Collaborate with social services such as AlignCare, to provide care to pets of marginalized people, while exposing students and faculty to new communities. 1b.Partnering with other programs that address the needs of pet care in diverse communities • UTCVM 'Companion Animal Initiative in Tennessee, • UTCVM Human Animal Bond Initiative in Tennessee • UTCVM Shelter Medicine programs. • Tennessee Veterinary Associations (TVM) • Collaborate with various local faith-based/religious organizations to host outdoor info sessions and	Identify the number of students and faculty/staff that participate. Assess the number of partnerships created Request/require reflection papers from student/staff/faculty participants to explain their experience and impact upon them interacting with and increasing awareness of the diverse communities. Survey diverse community participants to gain feedback about the new knowledge they gained and benefit from interaction with students/staff/faculty. Initiate contact with East Tennessee Veterinary Medical Association Schedule appointment with Beck Cultural Exchange Center to discuss interest and opportunities. Contact East Tennessee Interfaith Alliance	Ongoing assessment	Associate Dean for Academics and Student Affairs, Director of Student Services, Diversity, and Recruitment

	demonstrations of pet care and to provide information and resources at their sites or at local parks.		
	1c.Identify viable International Study Abroad Veterinary Programs for potential study abroad experiences: • Justus-Liebig University Giessen Veterinary Experience Program • Belize Summer Veterinary Experience • Zoetis Swine Summer Intern Program • Italy Swine Summer Program	Collaborate with UTIA Smith International Center to assist with identification, site visits and potentially establishing agreements.	
	1d. Initiate relationships with Vet Med programs at HBCU's in close proximity to build capacity for future virtual and on-site learning exchange programs to enhance student's experiential learning outcomes: • Fisk • Tennessee		

	State Univ. • Tuskegee • North Carolina A &T Univ. • Alabama A & M Univ. • Kentucky State Univ. 1e. Seek opportunities to collaborate with K-12 students and clubs (e.g. 4-H) in or near diverse communities to offer mentoring, education, and enhance student perspectives/opportunities in veterinary medicine to interact with and impact K-12 students. • Purdue University's "This is How We Role" program			

Goal 5: Ensure curricular requirements include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1a. Per the American Veterinary Medical Association Council on Education Accreditation Policies and Procedures: Requirements (https://www.avma.org/education/accreditation/colleges/coe-accreditation-policies-and-procedures-requirements), the UTCVM will provide instruction on cultural awareness, intergroup dialog, and implicit bias, to ensure curricular requirements include significant intercultural perspectives. As noted within the Standards of Accreditation, **"Must"** indicates a mandatory requirement, and **"Should"** indicates the recommended and highly desirable manner in which to attain the Standard.

Specific areas within the COE Standards of Accreditation that discuss diversity and are considered a "Must": | Provide opportunities that specifically address cultural awareness.

Determine course requirements and placement in curriculum

Include a DEI statement on every syllabus and Canvas website | Document credit hours of diversity based lectures students receive per year.

Document that it is on all syllabi and Canvas websites

Conduct student evaluations and assess positive feedback following lectures.

Meet AVMA competency # 8 | Ongoing Assessment | Associate Dean for Academic and Student Affairs, Assistant Dean for Students, Director of Student Services, Diversity, and Recruitment, Curriculum Committee, Curriculum & Assessment Coordinator |

7.1. Standard 1, Organization 7.6 Standard 6, Students 7.7. Standard 7, Admission 7.9. Standard 9, Curriculum (g): "Opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual's personal circumstance on the delivery of veterinary medical services" 7.11. Standard 11, Outcomes Assessment (8)				
1b. Partner with groups that have relevant available diversity and inclusiveness content (i.e., AAVMC - Diversity and Inclusion On-air Podcast, Purdue's Certificate for Diversity and Inclusion in Veterinary Medicine).	Develop annual report of student participation numbers and records of Purdue Certificate Program completion.	Document frequency of participation by students; Evaluate student feedback on effectiveness of DEI content from experiences	Implement by June 30, 2022.	Associate Dean for Academic and Student Affairs, Assistant Dean for Students, Director of Student Services, Diversity, and Recruitment

1c. Increase interactions with groups (clubs, organizations) within UTCVM to promote cultural competency.	Provide Annual "Club Fair" to bring groups together and provide exposure to all group opportunities within the college of veterinary medicine	Document annual student participation	First annual report (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Director of Student Services, Diversity, and Recruitment

Goal 6: Prepare professional and graduate degree students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1. Increase national and international opportunities for veterinary students, interns, residents, and graduate students to travel to different communities and countries to study.	1a. Seek funding from stakeholders and other groups who support the UTCVM and are capable of contributing funds to expand student study. Collect and maintain a list of potential international opportunities	Developing a database on numbers of students that participate in program. Feedback from students did it enhance their education, what did they learn Annual report of donor contacts, requests made, and funds contributed to enhance student study.	First annual report (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Dean, Advancement Director
	1b. Provide opportunities for students, interns, residents, and graduate students to participate in programs such as Purdue's Certificate for Diversity and Inclusion in Veterinary Medicine.	Annual documentation of various program participations.	First report (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Director of Student Services, Diversity, and Recruitment
	1c. Provide opportunities for professional and graduate students to present at regional, national, and international Symposia.	Annual documentation of student participation in symposia and assessment of improved understanding of importance and value of diversity in teaching and research [focus groups, survey data].	First report (July 1, 2021 – June 30, 2022) to be completed by August 31, 2022.	Assistant and Associate Dean for Research and Graduate Studies, Assistant Dean for Students, Associate Dean for Academic and Student Affairs

2. Include diversity training as part of intern, resident, house officers and graduate student training.	2a. Investigate and provide opportunities for training (Master Teacher Program, intern and graduate student orientation) and discussion of diversity and inclusiveness topics to interns, residents, house officers and graduate students.	Document trainings and/or discussions held. Seek focus group and/or survey feedback regarding trainings and/or discussions.	Assess efforts by June 30, 2022.	Internship and Residency Evaluation Committee, UTK Graduate Council
	2b. Seek opportunities to work with the Office of Multicultural Life to coordinate a variety of diversity programs for students, interns, residents, house officers and graduate students.	Document programs delivered to veterinary and graduate students, interns, and residents. Seek focus group and/or survey feedback regarding program offerings.	Assess efforts by June 30, 2022.	Assistant and Associate Dean for Research and Graduate Studies, Assistant Dean for Students, Associate Dean for Academic and Student Affairs, Director of Student Services, Diversity, and Recruitment

[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

[2] People from various cultural, racial, and ethnic backgrounds.

[3] Veterinarians as One Inclusive Community for Empowerment (VOICE)—VOICE is a student-run organization that seeks to increase awareness and respect to differences among all individuals and communities in the field of veterinary medicine. VOICE also aims to celebrate diversity within our profession, to encourage campus environments that embrace diversity and promote the success of all students, and to emphasize the importance of cross-cultural awareness in veterinary medicine in order to meet the needs of our diversifying clientele. Lastly, in order to ensure a

more diverse future for veterinary medicine, VOICE chapters provide leadership and mentorship to youth, particularly those from underrepresented backgrounds, who are interested in careers as veterinarians.

[4] Broad Spectrum—Broad Spectrum Veterinary Student Association's mission is to connect, support and empower community for LGBT+* students and allies across veterinary education.*LGBT + will be used as an inclusive acronym for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual and others who self-identify on the sexual orientation and/or gender expression continuums.

[5] Christian Veterinary Fellowship (CVF) is a Christ-centered group that focuses on service. As a club, they meet every Monday during lunch and either have a speaker or hold a Bible study. Outside of that time, the mission is to serve the students, faculty, and community.

[6] PAWsitive Impact is a service-centered wellness club focused on addressing the prevalence of poor wellness within the veterinary community. PAWsitive Impact's mission is three-fold: to promote veterinary wellness within UTCVM and the public through service and education, to educate members on recognizing and preventing poor wellness, and to improve wellness among its own members.

Diversity Action Plan

Vice-Chancellor Unit: Research

Mission

Our mission is to help all UT faculty, postdoctoral fellows, students, and staff achieve their full potential as researchers, scholars and artists with the goal of working together to create a more just, prosperous, inclusive, and sustainable world.

We realize this mission by:
- Nurturing a diverse and inclusive research community in which imaginations soar, ideas thrive, and collaborations are celebrated
- Ensuring that research outcomes enrich learning and have an optimal impact in the world around us - locally to globally
- Helping researchers and scholars secure support for their research, creative, and scholarly activities
- Extending the protections of legal, ethical, and safety standards and regulations to faculty, staff, students, research subjects, and the public.
- Ensuring that all research agreements protect the legal, fiscal, and programmatic interests of the university and its stakeholders
- Sharing information with the general public and with internal and external stakeholders about the university's research accomplishments and needs.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

Promote successes of researchers, scholars and artists from underrepresented groups (faculty, postdoctoral fellows, students and staff) and programs that promote an inclusive climate.	Work with colleges and departments to identify researchers/scholars/artists and accomplishments to celebrate research, scholarship, and creative successes—regardless of funding status. Create a diverse and inclusive communications and marketing strategy for promotion through a variety of internal and external communications channels.	1. Establish mechanisms in collaboration with Associate Deans for Research (ADRs) to identify a diverse pool of research professionals whose accomplishments will be promoted via communications platforms. 2. Six stories, at a minimum, will be generated annually. 3. Feedback from ADRs and research informatics unit will be gathered to create a quarterly report on impact of the communications and marketing strategy.	Metric 1: Summer 2021 Metric 2: Communications strategy: Summer 2021; Story publication beginning Fall 2021 Metric 3: Annual evaluations beginning Summer 2022	Associate Deans for Research (ADRs), Deans, Department Heads Office of Research and Engagement (ORE) and Campus Communications Research Informatics
Provide research development opportunities for faculty and postdoctoral fellows from underrepresented groups.	Expand concept of Research Development Academy (RDA) in collaboration with OED and Provost's office.	1. Revised RDA program document which includes focus on early and mid-career faculty from underrepresented groups. 2. Implement workshops with at least 1 per semester.	Metric 1: Fall 2021 Metric 2: Spring 2022	ORE staff Vice Chancellor for Research Office of Equity and Diversity (OED) Faculty Affairs Vice Chancellor for Division of Diversity and Engagement

Strengthen ORE diversity and inclusion culture through educational and professional development opportunities.	Provide educational opportunities for cultural competency training; provide opportunities for group learning and discussion (both facilitated and intra-office).	1. Identify and present 3 types of external diversity training opportunities (with OED) and encourage participation within ORE with a goal of 75% of staff, faculty, and students attend at least 1 out of 3 identified diversity trainings. 2. Establish group discussions on diversity and inclusion literature and/or books. The groups prepare a reflection explaining what was learned and how it can positively impact the culture of the office and university.	Metric 1: Fall 2021 Metric 2: Spring 2021	ORE staff Vice Chancellor for Research (VCR)
Assess ORE climate for diversity and inclusion and identify existing policies/guidance documents, procedures, and environment for improvement.	Establish ORE Diversity Outreach Committee; develop and conduct baseline assessment (anonymous climate survey) of ORE staff; assess any identified current policies and procedures (and office environment) for bias; provide reports and recommendations to VCR; implement improvements and conduct follow up survey.	1. Conduct ORE climate survey with target response rate of at least 50-60%. 2. Report survey results to VCR within 2 months of concluding survey. 3. VCR charges committee to implement select changes 4. Conduct post-implementation survey to assess effectiveness of changes	Metric 1: Launch survey Fall 2021 Metric 2: Report to VCR Summer 2022 Metric 3: Committee charge Fall 2022 Metric 4: Summer 2023 Post-implementation survey	ORE staff Vice Chancellor for Research Office of Information Technology (OIT)

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Support research, scholarship and creative work focusing on diversity and inclusion.	Support diversity, equity, and inclusion (DEI) scholarship through internal funding mechanisms and faculty development programming. Identify, promote, and support external (NSF, NIH, ect.,) funding opportunities to support faculty, staff, and administrators from historically underrepresented populations.	1. Support Critical Race Collective in hosting a minimum of 3 events per semester. 2. Produce a spreadsheet of diversity and inclusion activites on campus in which faculty can participate and incorporate into their research projects. 3. Support faculty to develop broader impacts templates and statement(s) that address diversity and inclusion in their research projects. 4. Publication of federal and private funding opportunities that support diversity and inclusion. 5. Solicit feedback from recipients of programming and internal funding for efficacy.	Metric 1: Summer 2021 Metric 2: Spring 2022 Metric 3: Summer 2021 Metric 4: Fall 2021 Metric 5: Spring 2023	Office of Sponsored Programs (OSP) ORE Research Development (RD) Dean, College of Arts & Sciences (CAS) Deans Advancement

[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

Broaden advertising strategy for posted employment opportunities to communicate directly with underrepresented group organizations and community partners.	National Institute for STEM Evaluation and Research (NISER) will evaluate diversity demographics of ORE versus other UT units and the state; results will be shared with ORE senior leadership.. ORE will develop hiring guidance documents for broader and more strategic advertising of positions.	1. Completion of anuual benchmarking demographics report. 2. Advertising strategies and resources will be developed, and each unit within ORE will identify 3 to 4 alternate platforms to increase diversity in applicant pools. 3. Evaluate impacts of advertising strategies and demographic changes annually.	Metric 1: Fall 2021 Metric 2: Spring 2022 Metric 3: Spring 2023 and annually thereafter	ORE hiring managers ORE staff Human Resources Office of Institutional Research and Assesssment (OIRA) Provost's office National Institute for STEM Evaluation and Research (NISER)
Engage with Research Council to address impacts of imbalances in service and interdisciplinary work for underrepresented demographics.	Survey all research related committees regarding perceived efforts and administrative burden; use data to address equity in service and scholarly efforts.	1. Relevant faculty and staff committees with reporting or affiliation with ORE will be identified as survey recipients. 2. Anonymous survey tools to gauge perception of service, administrative burden with target of 60% participation will be developed and deployed. 3. Data will be compiled and analyzed to address imbalances.	Metric 1: Fall 2021 Metric 2: Spring 2022 Metric 3: Summer 2022	Research Council Committee Members OIT (survey development) Provost offices Deans, ADRs

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

Attract more underrepresented undergraduate and graduate students through research experiences and partnerships with K-12 communities and HBCUs.	Develop network and support mechanisms for researchers to connect with K-12 and HBCU communities as collaborators. Identify and communicate funding opportunities for programs that support diverse undergraduate and graduate enrollment.	1. Network database of K-12 and HCBU contacts created for developing potential research opportunities. 2. Development and publication of recommendations for engaging K-12 and HCBU partners in ORE Grant Seeker's Toolkit online. 3. Provide 2-3 examples of funded proposals that successfully partnered with K-12 or HCBUs.	Metric 1: Spring 2022 Metric 2: Summer 2022 Metric 3: Summer 2022	ORE communications Graduate School ADRs Undergraduate Research
Establish speaker series with a diverse pool of presenters to encourage undergraduate and graduate students to pursue careers in research and entrepreneurialship.	Identify undergraduate and graduate academic interest groups (Women In STEM, Undergraduate Research Student Association) and assess career development needs.	1. Work with colleges, departments, other collaborators to compile list of graduate and undergraduate interest groups. 2. Meet with interest groups to determine needs, gaps in service, training, knowledge. 3. Identification of 3 speakers who can advance students' professional development goals. 4. Development of a speaker series tailored to graduate and undergraduate students in research, scholarship, and creative activities in collaboration with Graduate School, Undergraduate Research, colleges, departments. 5. Co-host one speaker per semester.	Metric 1: Summer 2021 Metric 2: Beginning Fall 2021 Metric 3: Fall 2022 Metric 4: Fall 2022 Metric 5: Fall 2023	Departments ORE Communications ORE External Advisory Council (EAC) Graduate School Undergraduate Research URSA (Undergraduate Research Student Association) and other academic interest groups

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Engage industry partners statewide to better understand diverse research, innovation, and workforce needs.	1. Develop a statewide network of industry partners who can help provide valuable input. 2. Create a communications strategy to engage with industry partners on a quarterly basis. 3. Identify a small working group for actionable tasks. 4. Plan an annual workshop to gather feedback and ideas.	1. Identification of a network of industry partners. 2. Identification of internal stakeholders who will help develop a strategic plan/outcome. 3. Partnership formed with ORE and UT Communications teams to develop a strategy for communicating to the network. 4. Development of actionable items that lead to a workshop/roundtable discussion.	Metric 1: Spring 2021 Metric 2: Spring 2021 Metric 3: Spring 2022 Metric 4: Summer 2022	ORE and UT Communications Collaborating faculty Other campus partners (Deans, Department Heads, administration, etc.)
Increase diversity of indviduals from underrepresented populations) for applicant candidate pools, as award recipients, invitations to serve on boards, and increase diverse representation from external partners who provide council to ORE.	Develop a comprehensive, aggressive, and deliberate strategy to reach a diverse population. • collaborate with identified external network for expanding access to diverse candidates • foster external relationships with broad spectrum of external stakeholders • create communications that include an emphasis on diversity • encourage staff members to identify alternate platforms for posting opportunities	Diverse pool of candidates identitied for invitation to serve on boards and other leadership/service positions	Spring 2022	ORE and OED team

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[2] People from various cultural, racial, and ethnic backgrounds.

Support research efforts to address the digital divide and increase underserved community engagement with "emerging" technology community, such as AI, 5G, IOT, serverless computing, biometrics, blockchain, robotics, etc. to address the lack of infrastructure, especially in rural Appalachia and surrounding communities.	1. Target local, Knoxville based organizations offering meetup and learning opportunities like Innov865, CodeStock, Launch Tennessee, Knoxville Technology Council, KnoxDevs, Cyber & Information Security Consortium, Women in Technology, etc. 2. Work closely with the Appalachian Regional Commission (ARC) to identify hot spot areas.	1. Needs assessment conducted with local technology partners to identify gaps. 2. Development of a community engagement strategy and action plan to focus on inequalities in broadband access and digital skills development.	Fall 2021 Fall 2022	ORE and OED team
Expand global partnerships to enhance global cultural competencies and complement Diversity and Inclusion strategy.	Develop a strategy to expand UT's international partnerships to engage a more diverse international population with whom UT faculty, staff, and students engage.	Identification of international partners. Generation of a tracking system of expansion of partnerships, and engagement activities for each partnership.	Annually, beginning spring 2022	Center for Gloabal Engagement (CGE) ORE

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
ORE does not have direct input into curricula decisions but will support academic units and the provost's office. This goal has not been addressed per the direction of Dr. Janelle Coleman.				

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)

Partner with UT Graduate School to prepare graduate students to be effective mentors and to be culturally competent communicators.	1. Plan and map events with graduate school
	2. Develop and publish tools and guidance for:
	   2.1 culturally appropriate communication with collaborators, mentors, and mentees and
	   2.2 guidance for best practices in mentorship and networking
		1. Cohost with graduate school 2 sessions per semester on mentoring and culturally competent communication.
		2. Distribute post-event survey to evaluate efficacy (immediate) and follow up 1-year post event participation for evaluation of impact.
		3. Content outline for actions 2.1 and 2.2.
		4. Webcontent for 2.1 and 2.2 published on web and digital marketing materials.
			Metric 1,2: Spring 2022*
			Metric 3: Fall 2022
			Metric 4: Summer 2022
				UT Graduate School
				ORE (Research Integrity)
				ORE (Communications)

Equip graduate students with written and oral training to effectively pitch their research with industry, funding sponsors, community partners, and diverse audiences.	Perform gap analysis of research/proposal support available to graduate students.
	Develop science and research communication training based on the results of the gap analysis.
	Survey grad students about their perceived competency as a researcher/professional communicator at three time points (start of degree program, application for candidacy, degree completion).
		1. Host 2-3 events per year on research/proposal support; post-event survey to evaluate efficacy (immediate) and follow up 1-year post event participation for evaluation of impact.
		2. Host 1-2 communication trainings per year;
		  • identify campus leaders from communications and marketing or other departments to facilitate training with ORE;
		  • provide participants with opportunities to display their communication competency
		3. Develop a draft survey instrument; vetting with stakeholder groups; revision; launch survey instrument.
			Metric 1: Spring 2022
			Metric 2: Fall 2022
			Metric 3: Fall 2021
				ORE (OSP and RD)
				UT Research Foundation (UTRF)
				ORE EAC
				UT Graduate School
				Departments and Colleges Communications and Marketing

Educate potential human subjects researchers on ethical considerations for diversity scholarship projects.	Develop educational resources such as tip sheets, presentations, and forums. Identify areas where UTK human subjects research portfolio could be expanded to study additional questions in equity and diversity. Provide engagement opportunities such as office hours and webinars with HRPP staff to support diversity research efforts.	1. Produce report of HSR portfolio over last 5 years for projects focused on or inclusive of diversity to establish current and historical perspective; present findings to HRPP office. 2. Publish tip sheets and web content published. 3. Develop educational opportunities on current federal guidance on inclusion in HSR and opportunities for minority recruitment. 4. Hold 2 webinars per year and use post-event surveys to evaluate impact.	1. Summer 2021 2. Fall 2021 3. Spring 2022 4. Spring-Fall 2022	Human Research Protection Program (HRPP) Institutional Review Board (IRB) OED ORE Communications

*dependent on return to campus and COVID-19 conditions

College or Vice-Chancellor Unit: University Libraries

Mission of the College:

The University of Tennessee Libraries enrich and advance our community, the nation, and the world by providing expertise and leadership in accessing, creating, disseminating, and preserving knowledge. UT Libraries' faculty and staff commit to:

    Serve our users with excellence and compassion;
    Encourage innovation, creativity and strategic risk-taking;
    Foster a diverse and inclusive environment marked by integrity and civility;
    Act as a good steward of our collections, resources, and space;
    Ensure equitable access to information; and
    Build partnerships that advance learning, scholarship, and community.

Libraries Diversity Statement:

The University of Tennessee Libraries is committed to recognizing and appreciating the variety of characteristics that make people and communities unique. The UT Libraries puts this concept into action by intentionally creating and sustaining inclusive environments, fostering partnerships, facilitating conversations, and modeling behaviors that promote and celebrate individual and collective achievement.

Notes on Preparing the Plan:

The Libraries sought to engage all employees in developing this plan by holding discussions and providing an open call to add goals and list existing activities supporting diversity and inclusion. We discussed the creation of the plan in several meetings including the Whole Library, Library Council, Dean's Cabinet, and the Dean's Student Advisory Committee* . Staff, students, and faculty participated in: creating an inventory of the Libraries' existing diversity and inclusion efforts; identifying gaps and needs regarding diversity and inclusion; and submitting goals and action items. The initial response included over thirty pages of suggested goals and action items. Those have been edited to remove duplicate items and to pair action items with larger objectives. Although some goals are specific to branch libraries, most goals apply to Hodges, Pendergrass and DeVine Libraries.

The planning team is: Melanie Dixson, Cathy Jenkins, Thura Mack, and Teresa Walker

* The Dean's Student Advisory Committee is composed of undergraduate and graduate students from across disciplines, the Student Advisory Committee to the Dean of Libraries' office (DSAC) provides invaluable contributions to the UT Libraries.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Create professional development and experiential learning opportunities for library employees in the areas of inclusivity and cultural competency.	1. Include expectations for reporting training on diversity, inclusion and cultural competency within the Libraries performance review process 2. Offer sign language courses for library employees emphasizing participation from public-facing units 3. Transform organizational read program to a community of practice with the Libraries and School of Information Sciences	1. Use the Libraries' ACE Framework to track and report professional development for *Diversity and Inclusion Competencies* for all Libraries' employees yearly with a goal of 100% department/unit participation 2. Strive to have at least one representative for each public service area trained within 3 years. 3. Aim for a minimum of twenty participants each semester	1. Report yearly through performance reviews and faculty documentation to show employee participation in DEI professional development 2. Three years to meet initial benchmark for public service points. Report out on yearly basis to Libraries and Office of Student Disability Services 3. Summarize participation and reflections on a yearly basis and share with Libraries and SIS	● Libraries Administration ● All Libraries' faculty and exempt / non-exempt staff ● Public Services Desk Group ● Libraries Diversity Committee and individuals from throughout the Libraries connected with these programs
Objective 2: Strengthen and unify language, accessibility, and inclusive practices for materials and services available through the library's online presence	1. Conduct an inclusive practices audit of Research Guides, ensuring they reflect a diversity of abilities, topics, perspectives, and scholars	1. A successful audit will result in the creation of a best practices document for librarians creating new guides as well as improvements to public-facing guides	1. Complete by Fall 2023 with audits every three years	● LibGuides Working Group ● Teaching and Learning Programs ● Digital Initiatives ● Acquisitions and Continuing Resources

	2. Require and apply accessibility standards to ensure that our web presence meets standards for providing a user-friendly experience regardless of ability	2. Document that electronic resources meet Web Content Accessibility Guidelines (WCAG) 2.0 AA level standards; Information will be shared with the whole library.	2. Complete by Fall 2023 with audits every three years	
	3. Verify 3rd party vendors accessibility standard when acquiring and licensing new content / implement alternate access plans for resources with concerns	3. Create a committee to evaluate and make recommendations on vendor accessibility in conjunction with OIT	3. Begin Spring 2021 and update yearly	
	4. Increase accessibility of content and services by optimizing content for mobile devices	4. A successful audit will result in the creation of best practices documentation addressing the platforms the library hosts through its web presence; Update documentation as needed and on a 3yr cycle at a minimum; Information shared with whole library	4. Complete by Fall 2023 with audits every three years	

Objective 3: Complete a baseline assessment of our current diversity, equity, and inclusion practices and establish a timeline to continually measure progress towards our diversity goals.	1. Create and present impact report to Library Council on activities that are already assessed, noting impact 2. Anonymously survey current library employees on how they view the library's progress on the issues of current diversity, equity, and inclusion practices	1. Within the first three years, we will demonstrate where to spend the majority of our time and resources to support initiatives with the most impact 2. Share findings on a three year basis with all library staff	1. Complete initial audit by end of summer 2021 2. Reassess every 3 years	● Individual program or event administrators ● Libraries Diversity Committee ● Assessment Programs
Objective 4: Increase the discoverability of scholars and scholarship representing diversity in UT Libraries purchased and digitized collections	1. Add statement to *Collection Development Plan* that we are collecting from scholars who represent diversity 2. Provide forums and resources for material selectors to recognize and select items created by diverse scholars 3. Develop our own metadata and Traditional Knowledge (TK) labels that demonstrate inclusive terminology 4. Participate in national and international discussions to strategize for action plans on creating metadata for	1. Statement added and posted on website 2. Track materials purchased under this initiative and report to all subject librarians 3. Track usage of locally created metadata and TK labels in materials and report to Cataloging and Digital Initiatives 4. Success will be measured by representation on national or international decision-making bodies	1. Spring 2021 2. Begin Spring 2021 3. Begin Fall 2021	● Assessment Programs and Collection Strategy ● Liaison Program ● Digital Initiatives ● Special Collections ● Cataloging

	equity, diversity, and inclusion for all types of collections			

Objective 5: Counteract histories of exclusion by digitizing and promoting rare materials and archival documents that represent diverse communities.	1. Curate a digital exhibit examining race relations and civil rights in Tennessee
	   o Phase I: small digital exhibit
	   o Phase II: begins long term goal of creating a larger digital collection on social movements in Tennessee
		1. Success will be measured by engagement with the exhibits and collections; Document exhibits, attendees, and collection stats and report to Libraries and relevant academic departments	1. Spring 2021	● Special Collections
				● Digital Initiatives

	2. Host a Wikipedia edit-a-thon focusing on Digital Collections resources highlighting women and African-Americans	2. Document and report on items added to collection and promote to Libraries and academic departments	2. Plan Summer 2021	
Objective 6: Increase visibility of underrepresented artists and composers by diversifying holdings of the DeVine Music Library and developing an outreach program that engages students and other with underrepresented materials and artists	1. Have Student Library Assistants compile a list of composers and suggest representative works for inclusion in the Music Library collection to be evaluated by Music Librarians for purchase 2. Collaborate with Music student group working to have composers from underrepresented groups included in Music Department recitals	1. Document and report number of items added to the collection. This metric will be determined by the availability of the items and by the collection budget (at least 25 new items added to the collection over the 1st year). This information with be shared with the Libraries Collections group as well as the Music Department	1. Academic Year 2021 2. Spring 2022	● Music Libraries Faculty and Staff in collaboration with Music students ● Music Library faculty and staff and other volunteers

	3. Engage artists and scholars to interpret and lecture on musical works by underrepresented composers that are part of our collection and offer a companion library exhibit of resources	2-3. Assess attendance at events and exhibits	3. Spring 2022	
Objective 7: Demonstrate our commitment to diversity through a commitment to spend our money with diverse companies.	1. Work with university licensing to identify companies that are minority-owned and demonstrate a commitment to diversity and inclusion 2. Work with university to determine our ability to revise the Request for Proposal (RFP) process to place weight on contracts with minority-owned companies and/or companies who demonstrate a commitment to diversity and inclusion	1. Our measure of success will be an increase in spending with companies who are minority-owned and/or demonstrate a commitment to diversity. We will report annually to the whole library 2. The first measure of success will be documenting the process which will be shared with the Library Council. We will report to the whole library annually on contracts with designated companies to show progress	1. Implement Fall 2021; Assess annually through reporting process	• Assessment Programs and Collections Strategy Department • Business Office • Dean's Cabinet
Objective 8: Pilot a family-friendly space that allows students and staff to bring their children so parents can have a dedicated space that is comfortable and child friendly for studying	1. implement a pilot study to identify usage needs for a family-friendly space 2. Assess space usage via comment box or other	1. Analyze study data for decision-making about allocating the space 2. Share information with Dean's Student Advisory Committee, Library	1. Post-pandemic; Pilot space for one academic year 2. Analyze annually and report to whole library	• Libraries Facilities • The Learning Commons

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	mechanism tied to the space	Council, and Dean's Staff Advisory group		
Objective 9: Leverage subject liaison program to support Diversity Action Plans of academic departments on campus	1. Liaisons will analyze respective departments' action plans to look for areas for partnerships or support	1. Report as part of annual planning process on support for departmental DAPs in other colleges and units	1. Begin Fall 2021; Ongoing semester check-ins with departments	● Liaison Program

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Commit financial and human resources, toward the active recruitment and retention of individuals from underrepresented groups	1. Hold training programs for library supervisors on hiring for diversity -- topics to include: writing position descriptions and job postings, how and where to promote announcements, rethinking interview questions, hiring to expand who we are rather than considering how others fit our culture 2. Proactively connect candidates and new hires to the greater community	1. One measure of success will be participation in training by all supervisors. 2. Report individual efforts toward recruitment in performance evaluation documentation	1. Implement Fall 2021 2. Implement Fall 2021	● Meaningful Management Program - a monthly program by Library HR & Administration in which we discuss management topics of interest to library supervisors and managers. ● Library Council ● Faculty, supervisors, and search committee members

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[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

	3. Put together diverse search committees including representation from across campus being mindful of the invisible labor involved in doing so	3. Evaluate library searches to determine the percentage of candidates from underrepresented groups within search pools and advertising venues used, then report to Libraries HR so we can track over time.	3. Implement Fall 2021	
	4. Purposefully advertise positions in venues (paid and otherwise) aimed at diverse candidates such as posting technology positions in *Black Girls Code*.	4. Document recruiting venues and report to Libraries' HR for each search		
	5. Examine and test our practice of redacting identifying information in HR documentation to see if it is working.	5. Document search outcomes for faculty and staff searches and report to Libraries' HR for each search		
Objective 2: Create opportunities for informal mentorship for faculty and staff, paying particular focus to underrepresented staff and faculty	1. Use best practices on the success and retention of underrepresented staff and faculty (National Center for Faculty Development and Diversity) and report of Libraries' Mentoring Task Force to create mentoring networks among Libraries' staff and provide training opportunities for	1. Individual efforts toward both formalized and informal mentorship will be reported annually and valued highly as part of faculty and staff review processes 2. The Libraries Faculty Executive Committee and Staff Advisory Council will be	1. Implement Summer 2021	● Faculty Executive Committee ● Dean's Staff Advisory Council

	mentors	accountable for using assessment results to recommend program improvement		
	2. Assess satisfaction with mentorship			
Objective 3: Create a work culture that supports women and single parents	1. Pilot an opt in library support group for parents	1. Success will be determined by the program's value to participants. Participants will be asked to reflect upon and report value to Library Council.	1. Implement Fall 2021	● Libraries HR ● Libraries supervisors / Library Council
	2. Provide training for supervisors and department heads, through the Meaningful Management program. on issues related to balancing work and parenting	2. Document number of sessions and attendees present; have participants evaluate training	2. Implement Fall 2021; repeat trainings on a three year cycle	

Goal 3: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Improve user experience with Libraries spaces and services through inclusive needs assessment	1. Survey library users to see how welcome they feel; Analyze and report findings to Library Council, Dean's Student Advisory Committee, and Dean's Cabinet to assign action items	1. Success will be measured by improved user experience as reported in surveys on a three year cycle	1. Fall 2021 and every three years	● Assessment Planning Group ● Stakeholders throughout the Libraries
Objective 2: Adapt some of our study spaces to be more accessible to our patrons with sensory issues	1. Identify space(s) and add to space planning grid for prioritization for funding	1-3. Space will contain a feedback mechanism such as a comment box or, post-it notes board, or jars with colored marbles so those	1. Add to space planning grid Spring 2021; and create space post-pandemic	● Libraries Facilities ● The Learning Commons

	2. Outfit space according to research and specifications for these types of areas (soft lighting, etc.) 3. Establish guidelines for use of the space	using the space can easily rate the space		
Objective 3: Create programs to connect underrepresented groups to Libraries expertise and resources.	1. Develop and implement *Tennessee Rising: Women in Research and Development Certificate Program*[2] to connect women in their 1st year at UT to discipline-based research in STEM. Participants will receive hands-on training with media, 3D printing and other rapid-prototyping technologies. At the completion of the program, participants will earn a digital badge	1. Participants will be surveyed to assess overall learning and experience	1. This work is tied to the Medbery Makerspace project, on hold due to the pandemic. Construction will resume when it is safe to do so. Program will be hosted annually.	● Ingrid Ruffin, Teresa Walker will co-facilitate the program. Libraries individuals with expertise in rapid prototyping, STEM research, and making will teach sessions

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[2] Tennessee Rising: Women in R&D Certificate Program:

UT Libraries proposes a research and development badge program for women admitted as Freshmen to UT. This certificate program brings together experts across disciplines and access to the world of published research. Over five sessions during the Spring semester, this program will teach young women how to conduct discipline-based research and to integrate it into their proposals, projects, and presentations. Participants will receive hands-on training with media, 3D printing and other rapid-prototyping and simulation technologies. At the completion of the program, participants will earn a digital badge for inclusion in their resumes and e-portfolios. This credential will be a visual symbol of their specialized training in: conducting library research across disciplines; integrating research and media into writing, presentations and projects; and using the tools of entrepreneurship in a variety of contexts. The skills acquired in this program will empower participants to make data-driven decisions, communicate ideas effectively and to change the face of research.

	2. Work with the Office of Student Disability Services to develop a Personal Librarian Program that serves students with social anxiety or ASD.	2. Student participants will be surveyed on experience each semester and results will be shared with the Libraries and the Office of Student Disability Services	2. Begin work Summer 2021 for implementation in Fall 2021	● The Learning Commons and volunteers throughout the Libraries
Objective 4: Contribute to the affordability of college life through library programs and services	1. Expand collaboration with End Hunger / Feed Change , the Big Orange Pantry, and Seed Library to increase student engagement	1. Assess collaborations and the SEED Library based on engagement, attendance, and seed distribution	1. Begin Summer 2021 (Reassess each summer)	● Samantha Ward - End Hunger/Feed Change , Sarah Johnson - SEED Library
	2. Examine library fines and fee-based services for students to determine their efficacy and equity to determine if we could reduce or eliminate fees for curricular projects	2. Success will be determined by protocols implemented for existing and new fee-based services; Estimated savings to students will be reported annually in departmental plans.	2. December 2022	● Public service areas (including branches), Business Office, Assessment Programs, Administration
Objective 5: Host *Lunch and Learn Series*, a series of facilitated lunchtime discussions on how to comfortably have dialogue about diversity and inclusion related topics for campus and community.	1. Further develop program offerings for online environment	1. Monitor existing program assessments so we will know if we are maintaining and increasing attendance in online environment	1-2. Fall 2020; twice a semester; every semester	● Diversity Committee
	2. Partner with Pride Center and others on campus to plan Lunch and Learn programs	2. increase User-suggested topics from attendee assessments to inform future programs		

Objective 6: Make Dean's Student Advisory Committee (DSAC) more inclusive and accessible	1. Make meetings accessible to diverse populations, including commuter students, student parents, and first-year students using: meeting recordings, catch-up meetings, online formats, varying days and times	1. Increased diversity in student participants	1. Begin Fall 2020 and continue yearly	● Administration ● Teaching and Learning Programs ● The Commons
	2. Build conversations related to diversity and inclusion into the regular activities of our Dean's Student Advisory Committee.	2. Share student input on diversity and inclusion topics with Library Council and the libraries' Diversity Committee to discuss potential action items related to expressed student needs or interests	2. Begin Fall 2020 and continue yearly	

Goal 4: Develop and strengthen partnerships with diverse communities [3] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Develop a collection development strategy to approach issues of access as fundamentally a social justice issue in order to provide equitable access to research for the betterment of our community, the state of Tennessee, and the world.	Phase 1: -Consultant, Jeff Spies, will lead workshops for library staff and stakeholders. The workshops will explore issues of access, including social justice and improving outcomes of scholarship, providing foundational	Phase 1 Benchmarks: - Success will be measured by engagement from stakeholders within the Libraries. A summary of workshop discussions will be drafted in outline form and will be presented to Libraries' Administration in Phase 2	Phase 1: Begin workshops internal to the Libraries October 2020	● Libraries Open Topics Group ● All Libraries units and departments

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[3] People from various cultural, racial, and ethnic backgrounds.

Arrive at a unified understanding as an organization of our philosophy of access and develop a coordinated strategy for implementing that understanding in our processes and engaging, educating, and leading the campus on this issue.	context for defining our approach to licensing terms and conditions, and understanding how they influence access of library resources. Phase 2: -Consultant will guide development of a framework that will: ● Embody our philosophy of access ● Define principles and values for negotiating terms and conditions in licensing and purchasing content ● Demonstrate alignment with the University's and the Libraries' missions and strategic initiatives.	Phase 2 Benchmarks: ● Draft of framework created Spring 2021 ● Internal-use strategy recommendations will be created to implement the framework in future contract negotiations	Phase 2: Spring 2021
	Phase 2a - -Stakeholder involvement - With the goal of communicating the Libraries' approach to the University community, conduct three focus groups leading to the development of a survey for broader data collection. If the survey shows a lack of support for aspects of the Libraries' approach, we can take that into account before	Phase 2a Benchmarks: Conduct focus groups, conduct survey, analyze survey results to be shared with Libraries' Open Topics Group, Libraries' Administration, and units and departments within the Libraries	Phase 2a: Early-to-Mid-Spring 2021

	finalizing a draft or in our communication strategy. Phase 3: -Consultant will provide guidance and support to the Libraries' Communication team in the development of a plan for strategic messaging to campus partners that brings context around access issues and introduces appropriate elements of the framework we develop to a larger University audience. -Consultant will lead two focus groups to assess elements of the communication strategy in order to identify gaps or barriers. -Consultant will work with us to identify barriers related to the to-be-developed framework and possible strategies for overcoming those barriers.	Phase 3 Benchmarks and Outcomes: Create and distribute a barriers and solutions report or presentation early to mid Fall 2022 Assess communications strategy and communicate results of assessment to Libraries. Additional measures of success once implemented include: ● Resource access statistics will be collected and reported annually to track progress ● Creation of a web-based guide that connects library users to local and diverse collections	Phase 3: Early-to-Mid Fall 2022	
Objective 2: Strengthen existing relationships and expand Digital Library of Tennessee (DLTN) partnerships with HBCUs, community colleges, or museums in the western part of the state	1. Initiate discussions with institutions for potential partnerships such as: TSU, American Baptist College, Fisk University, Lane College, etc. and outline areas for partnership	1. Report on contacts and identified areas of partnership for each institution to Libraries' Administration. Create partnership goals and share with partner	1. Begin Spring 2021; Ongoing Process	● Digital Initiatives (Meredith Hale, Metadata Librarian)

		institutions.		
	2. Highlight resources we already have from HBCUs on the Digital Library of Tennessee's (DLTN) Facebook page. Develop marketing strategies to expand DLTN's reach.	2. The first measure of success will be to track highlighted resources via social media. Implement strategies and assess progress within DLTN.	2. Begin Spring 2021	
Objective 3: Preserve important materials from underrepresented organizations and community archives	1. Develop partnerships with organizations and community archives of under-represented groups who may need assistance in preservation or long-term maintenance of digital collections whether that entails archiving with Special Collections or providing information on how to archive their own material so that it is preserved regardless of where it is archived. 2. Create Memos of Understanding (MOUs) about material ownership, access, etc. 3. Host digital exhibitions and collections with partners to tell a more complete story of TN	1. Track number of contacts made with local and regional groups or associations representing and/or advocating for diverse and underrepresented communities and report through annual process 2. Track MOUs established and report through annual process 3. Track number of exhibits and collections and report annually	1. Begin Fall 2021 2. Provide annual updates to whole library 3. Provide annual updates to whole library	● Special Collections ● Digital Initiatives

Objective 4: Building on the *Certificate in Cultural Competency and Inclusive Teaching* and the *Community College Partners Group,* connect with other libraries in Tennessee who may not have the option to do this on their own campuses	1. Identify Libraries and needs within the state 2. Build on the 2018 Certificate in Cultural Competency and Inclusive Teaching to identify new opportunities for self-paced and collaborative learning; Produce learning outcomes and conduct learning opportunities.	1. List and make contacts with area schools to identify shared interests and needs and report to Libraries' Dean's Cabinet 2. The success of this effort will be demonstrated by tracking individual and institutional participation and reporting that to all participating colleges. Assess both self-paced and collaborative learning outcomes via reflection activities and adjust learning programs based on user feedback.	1-2. Begin Summer 2021, collaboratively develop program, and assess annually	● Teaching and Learning Programs ● Volunteers throughout the Libraries
Objective 5: Start a fund to support diverse and inclusive collections	1. Identify potential donors 2. Identify collections for purchase	1. The first measures of success will be in securing donors and establishing the collection fund 2. Track collections acquired and spending; report annually to Libraries Administration, the *Library Society*, and to the University community	1. Begin Summer 2021 2. Document in Libraries annual reporting process yearly	● Library Advancement ● Library Admin

Goal 5: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
1. Provide training and learning formats about inclusive instruction and what this means in both in person and online venues. This objective will be partially addressed through the continuation of the Cultural Competency and Inclusive Teaching (CCIT) program (Goal 1 section)	1. **Fall 2020-early spring 2021:** Inventory existing programs on campus and beyond (TLI, ACRL, LIS Pedagogy Community of Practice) 2. **Spring 2021:** Conduct survey and needs assessment of the Libraries; identify potential speakers and collaborators for 2020-2021 3. **Summer 2021:** Map out schedule and affiliated resources (Canvas site, LibGuide); ensure all content has learning outcomes for assessment purposes 4. **Fall 2021:** Lead training and offer resources; end of semester assessment 5. **Spring 2021:** Lead training and offer resources; end of semester assessment 6. **Late Spring/Early Summer 2021:** Review assessment data and plan for next academic year.	● Assessment data (pre and post) ● Number of participants ● Recording interest beyond UT	● Begin 2021-2022	● Teaching and Learning Programs in collaboration with other departments

| Of potential interest would be expanding to other libraries regionally (community college partners, Vanderbilt, Association of Southeastern Research Libraries) | | | | |

Goal 6: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Expand the reach of the Best Practices in Publishing Program to provide formal opportunities for graduate students to discuss research and publishing issues with graduate students and experts at the University, across disciplines. Expose graduate students to some of the complications and considerations that come with publishing one's work and give advice on overcoming roadblocks to becoming successful authors	1. Build upon the existing Best Practices in Publishing certificate Program (BPIP), a collaboration between The University Libraries and The Graduate School, to develop an online badge program. 2. Transform existing CANVAS site to an online course 3. Adjust course assignments for online interactivity 4. Record lectures from experts for asynchronous viewing	● Graduate students in online programs have requested an online option. A major measure of success will be enrollment from graduate students in online programs who have not previously been able to participate. ● Pre and post-assessments are collected each semester the program is offered. This data informs content and course delivery. We will adjust those assessments to account for online delivery. ● This data is shared with Libraries' Administration and The Graduate School each semester the program is conducted.	● Create micro-credentialing process Fall 2020 ● Begin development of online course Spring 2021 ● Delivery pilot online course Fall 2021 ● Assess outcomes and user experience Fall 2021 and share with Libraries and Graduate School	● Libraries Acting Dean, Holly Mercer ● Libraries Associate Dean, Teresa Walker ● Vice Provost and Dean of the Graduate School, Dixie Thompson ● Liaison and Scholars Collaborative Librarians

	5. Create online versions of all course components 6. Promote programs to groups that support underrepresented graduate students			

fCollege or Vice-Chancellor Unit: Provost's Office

The mission of the College or Vice Chancellor Unit:
The Office of the Provost provides leadership to the campus to fulfill its mission "*to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world.*" In collaboration with our campus partners, we promote undergraduate student recruitment and success; graduate student support; faculty recruitment, retention, evaluation, and development; global engagement; and curricular and program development and review. Our leadership is guided by the principle that a diverse faculty, staff, and student body are essential to sustaining a spirit of excellence in all areas of our mission. By fostering an inclusive culture, we aim to make the state's flagship, land-grant institution a place where all our members contribute to the transformation of lives through education, creation of knowledge, meeting grand global challenges, enriching communities, and promoting social justice.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Audit policies, procedures, and practices to understand and address systemic inequities.	• Create task forces and charge it to review university-wide policies, procedures, and practices that disadvantage members of underrepresented groups • Charge colleges to review collegiate and departmental policies, procedures, and practices	• Identification of problematic polices, practices, and procedures. • Collaborate with Senate Faculty Appeals Committee to revise problematic policies. • Identify and eiminate policies and procedures that impede student success for undergraduate and graduate students.	Spring 2021 Fall 2021	Provost and all vice provosts for their areas
Foster organizational climates that are welcoming, supportive, and inclusive.	• Create appropriate task forces to review campus surveys to identify and address climate issues. • Collaborate with Student Life and Diversity and Engagement to address university-wide climate issues affecting students • We propose developing a positive alternative to most student success programs that often operate from a deficit-oriented perspective with little focus on college students' unique strengths they bring to post-secondary education. We believe strengthening our curricular and co-curricular experiences through a strength-based perspective will be particularly useful for understanding and encouraging first-generation, low-income, and students of color who find UT's current environment unwelcome. • Hold deans accountable for creating programming to address department-level climate issues	• Increase the retention and graduation rates for first-generation students and men of color. • Increase the sense of belonging and perception of academic achievement for targeted populations (i.e., first-generation and men of color). • Increased retention of faculty and staff • Decrease in number of complaints to Ombuds office • Increases in faculty evaluations of departmental climate	Spring 2021 Spring 2021 Fall 2021-Spring 2022	Provost, VPFA, Enrollment Management, Student Success, Student Life

	• Educate department heads about how to identify and address department climate issues through department heads forums • Review and update department head evaluation form to ensure adequate questions are being asked to evaluate climate			
Create a welcoming environment for all incoming students.	• Establish diversity and inclusion training for all Student Success staff as part of the onboarding process • Establish a leadership institute for supervisors • Create required diversity and inclusion modules for incoming and graduating students	• Gains in awareness of diversity and inclusion through pre/posttest assessment • Supervisors complete required institute activities • Deployment of modules and a required minimum score	Spring 2021 Spring 2021 Fall 2020	DSS Executive Leadership, VC for Diversity & Engagement, DSL
Deploy Vol Success Teams (VST) to welcome and support students throughout their experience.	• Develop an annual communications plan for VSTs • Develop VST transition plan for students after year one	• Increased engagement from first-generation students and men of color, and VST team members. • Students report higher social engagement levels, academic achievement, and decreased stress if students engaged with their VST.	Fall 2020 Spring 2021	VST Implementation Group
Enhance Honors & Scholars programming to promote inclusive excellence.	• Create diversity and inclusion recruitment & retention plan • Enhance engagement for low-income, LGBTQ+, students of color in Honors & Scholars programs	• Increase in applications, admits, and confirmations from first-generation, low-income, and students of color. • Revise make-up, mission, and activities of multi-cultural honors student organization. • Increased retention and persistence for first-generation, low-income, LGBTQ+, and students of color in the Honors & Scholars Programs.	Fall 2021 Spring 2021	AVPSS, Honors & Scholars Leadership
Promote the success of first-generation, low-income, and students of color.	• Enhanced support of UT LEAD • Develop the Men of Color Initiative	• Student participation rates; increases in retention and graduation rates for first-generation, low-income, and students of color. • Increase engagement, participation rates, and persistence rates for First-year Men of Color	Summer 2021-Fall 2020 Fall 2020	VPSS, AVPSS, FYP & AII Leadership AVPSS, FYP & AVPSS, academic engagement

Goal 2: Attract and retain more significant numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice-chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase number of URM faculty hires.	• Reimagine and rebuild faculty search processes, including improved faculty education, better oversight of search committees, and improved departmental recruitment and selection processes. • Integrate College Diversity Directors into search processes. • Convene faculty task force to review STRIDE and OED trainings, consider alternatives, and develop new training (if necessary). • Commission Non-Tenure Track Faculty Taskforce to make recommendations about how to improve equity in the NTTF hiring process.	• Integration of diversity champion in every search • More diverse pools, finalists and faculty hires • Better educated faculty and greater satisfaction with educational process • Adoption of more specific procedures for NTTF hiring, including those that create circumstances for more equitable searches	Fall 2020 – Fall 2025	VPFA
Retain more URM faculty.	• Increase faculty capacity (and effectiveness) to mentor URM faculty. • Establish a Faculty Mentoring Taskforce to make recommendations about how to increase institutional capacity to mentor URM faculty and students. • Establish a TLI advisory council focused on mentoring URM faculty and students. • Create a certificate and other educational materials for faculty who are interested in mentoring URM faculty. • Review exit surveys and other data to learn why URM leave.	• Satisfaction of URM faculty, staff, and students with mentoring experiences. • Increased number of faculty trained to provide effective mentoring to URM faculty and students. • Dissemination of issues that cause URM to leave • Readily available data to track attrition • Forums on practices to retain URM faculty	Spring 2021 - Spring 2025	VPFA

[1] The Higher Education Act defines the term "minority" as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

	• Keep record of data of URM faculty appointment and retention. • Educate campus partners on retention actions.			
Review APPR and P&T processes for equity, fairness and inclusiveness.	• Create APPR and P&T taskforces and based on recommendations of taskforces, work with Faculty Senate to propose changes. • Create more elaborate method of capturing teaching and service efforts and accomplishments • Audit and improve department bylaws so expectations regarding teaching and service are clearer and more comprehensive	• More positive progress toward promotion of URM faculty • Increased promotion of URM faculty • Greater recognition of invisible labor • Increased faculty satisfaction that work is being recognized and evaluated fairly • Increase in faculty understanding of APPR and P&T processes	2021	VPFA
Diversify university leadership in Academic Affairs.	• Ensure all search committees have Diversity Champions • Ensure that search pools have diverse composition • Support diverse faculty participation in leadership development programs	• More diverse campus and college leadership • Increase in numbers of diverse faculty who participate in leadership development programs	Ongoing	Provost

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Faculty Engagement: Improve faculty capacity (and effectiveness) to mentor and teach diverse and URM students.	• Establish a TLI advisory council focused on mentoring URM faculty and students. • Create a certificate program in mentoring URM students. • Expand support provided by Graduate School for faculty who mentor grad/prof students. • Continue to develop specialized training (i.e., TLI Inclusive Teaching Certificate).	• Creation of educational materials for mentoring students • Department statistics on certificate completion rates. • Increased number of mentors for URM grad students • More inclusive classroom instruction as reflected in TNVoice • Increased satisfaction of URM students with mentoring experiences	Beginning Spring 2021 and ongoing	VPFA, VP and Dean of Graduate School
Support programs, policies and procedures that will increase the percentage of URM graduate and professional students.	• Provide resources to support recruitment efforts and increase access • Increase the use of holistic review of graduate applications	• Resources (dollars and otherwise) directed to recruitment and financial support • #s of applications, admits, and enrollees in URM groups	Continuous monitoring and data collection.	VP and Dean of the Graduate School

Diversity Action Plan

	● Use Graduate Recruiters Network and Directors of Graduate Studies to provide feedback on impact/usefulness of efforts			
Recruitment, Outreach and Community Engagement (First-Year and Transfer): foster and build strategic partnerships aimed to enhance and expand recruitment and engagement opportunities to better serve diverse populations and underrepresented communities.	● Enhance Talent Pipeline Programs: Flagship Schools, Next Chapter (4-H, UTIA Partnership) Volunteer Bridge Program ● Establish new organization and community partners ● Grow the Diversity Recruitment Team to include a focused effort on community engagement ● Expand Pathways: Community College Partnerships / Bridge Programs (Distance and In-person)	● Application, admission, and yield/enrollment of underrepresented students. ● Campus Tour & Event Engagement and Attendance ● New Community and Organizational Partnerships ● Qualitative Feedback: create intentional opportunities for feedback: community advisory groups, high school counselor advisory board, community college partners to inform and guide new and existing initiatives.	Fall 2020+	VPEM, Division of Enrollment Management, Undergraduate Admissions
Policy Review & Evaluations: audit and revise policies that impact college access and scholar success: admissions, financial aid and academic policies.	● Admissions Policies: evaluate enrollment outcomes in diversity and access during Test Optional Program Pilot ● Financial Aid: evaluate financial aid policies and programs that impact access and student success ● Academic Policy Review: audit academic policies that impact academic progress and completion. ● Academic Calendar and Entry Points: re-envision the academic calendar and matriculation points to improve, success and on-time completion. ● Academic policy review for graduate education to be performed by Graduate School and Graduate Council.	● Apps, Admits, Enrollees, Retention, Persistence, Grad Rates for scholars from underrepresented groups ● Retention of aid and impact on persistence/graduation ● Work Study Participation/Retention of FWS Participants	2020-2021 Academic Cycle	VPEM, VPSS, VPAA, Division of Enrollment Management, Division of Student Success, Calendar Committee, Academic Policy Groups, VP and Dean of the Graduate School
Student Retention, Persistence and Graduation: Launch new initiatives aimed at early and meaningful engagement of scholars to enhance the Volunteer Experience and impact persistence and graduation rates.	● Use of Vol Success Teams to support new scholars ● Early scholar engagement in New Pipeline Programs ● Leverage Financial Wellness Center ● Dean of the Graduate School will work with academic colleges in exploring attrition rates and time to degree across academic areas.	● Pulse survey outreach, academic coaching appointments, financial wellness appointments ● Retention, persistence and graduation rates ● Debt at point of graduation	2020-2021 Academic Year	VPSS, VPEM, VP and Dean of the Graduate School

Diversity Action Plan

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Identify the existing partnerships with diverse communities	- Work with the Office of Diversity and Engagement to conduct an inventory of university partnerships with local, state, national, and global organizations that are focused on diverse and underrepresented populations - Survey distributed to campus-based units - communication to faculty and staff will introduce the concept of the significance of partnerships in diverse communities, connect this surveying to our Land-Grant Mission - Partner database with CRM capability developed and made available to the faculty and staff; the campus community will benefit from having the data on partnerships available to them. It can be used to enhance their teaching, creating opportunities for student engagement and disseminating knowledge to the state, nation and the world. - Identify the point of contact for the partnership at UT - Identify how students, at all levels are engaged in these partnerships - Determine if the engagement is bi-directional: 1)the campus community is engaging in communities externally and 2) these communities are coming to campus to engage. - Measure impact of our work with partners – is UT making a positive difference in livelihoods, economic prosperity, and well-being of these communities	- Determine a baseline of the number of partnerships UT holds, where are the, what type of communities and organizations are engaged. - Increase communication to existing partners - Increase in active programming to existing partners - Increase in publications and scholarship on the work that we are doing	2021-2022 Academic Year	D&E, VPIA, CGE D&E, OIRA, CGE, Provost communications
Identify gaps in university engagement in diverse communities.	- Network map developed to visually depict partnerships and identify gaps. - Map organizations and attempt to classify them in broad categories (TBD)	Increase partnerships in communities where gaps are known to exist	Spring 2022	D&E, CGE, ORE, OIRA, International Recruitment (EMS),

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[2] People from various cultural, racial, and ethnic backgrounds.

	• Strategize how to enhance the categories where we have gaps and where we are strategizing to capitalize on our strengths • Determine the type of engagement that exists and how this is carrying forward the mission and goals of UT.			
Incorporate partnership strategy into the D&E strategy.	• Identify partnerships that will enhance student experience and diversify the student population, including foreign visiting scholars on campus • Identify partnerships that will enable us to add to a culture of diversity and tolerance • Craft a partnership vision for communication to campus	• Use knowledge of our partnership impact to refine outreach and engagement strategy • Increase in programming and services provided to community members • Increase in external funding (gifts and grants) that enable the work to be completed	Spring 2022	CGE in collaboration with D&E, and other relevant campus and university-based units UT Advancement
Promote the connectivity between UT and diverse communities.	• Develop a brand strategy that will be compelling to prospective partners • Consistently the impact of the partnerships both internally and externally	• Increase in the number of communications to partners	Fall 2022	Office of Communications and Marketing; DEI, Provost Communications

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Facilitate the implementation of the Volunteer Core Global Citizenship requirement.	• Disseminate information about approved Global Citizenship courses to campus audiences. • Showcase new Global Citizenship courses through "interviews" with faculty members. • Share results from Volunteer Core course • assessment process with campus audiences.	• Course lists, enrollments, and completion rates shared with appropriate offices. • Faculty interviews broadly disseminated. • Assessment results shared with Faculty Senate, College offices, and Vice Chancellor for Diversity and Engagement.	Fall 2020 and ongoing	VPAA
Facilitate departmental review and update of curriculum and individual courses to address inequities.	• Design and deploy a program that allows faculty to work on curriculum review and revision of courses that create and/or perpetuate inequalities. Examples include those with high DFW rates.	• Increased course success including decreases in DFW rates.	Design of Program: Spring 2021	VPFA, VPSS, VPAA

	Areas of curriculum reform also include pioneering the use of a strengths-based approach to course design, and identifying and updating courses/curriculum that do not present diverse and non-Western perspectives. • Examine DFW rates for specific course and for URM students and identify candidate courses for improvement. • Identify faculty and/or departments who are interested in applying a strengths-based approach to course and/or curriculum design. • Identify faculty and/or departments who are interested in analyzing the diversity of perspectives presented in their courses and/or curriculm and engaging in redesign efforts. • Solicit feedback from department heads and faculty about potential curricular issues that disporoationately impact URM students to identify additional opportunities of support.	• Number of curriculum and/or course changes that lead to the incorporation of more diverse perspectives and materials. • Quality of changes to curriculum as evaluated by external group – in particular, for efforts related to strengths-based design and diversity of perspectives.	Deployment: Fall 2021 and ongoing	
Establish a process to monitor and evaluate the impact of the Global Citizenship requirement on retention and graduation rates.	• Develop an evaluation tool to analyze student performance in Global Citizenship classes and communicate results to faculty	• Improvement in retention and success rates. • Comparison of coursework completed on campus and other global experiences the students have access to through the university.	Spring 2023	VPIA

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Support research and/or scholarship that exposes students to opportunities beyond the US.	• Provide financial support to students engaged in international research and/or scholarship	• Numbers of students supported and dollars contributed to support research	Spring 2021 and ongoing	VP and Dean of the Graduate School; VPIA
Provide opportunities for graduate students to develop inclusive teaching skills that serve diverse student audiences in equitable ways.	• Create and sustain professional development opportunities for graduate students to develop teaching skills (work done through Graduate and Professional Student Professional Development Network includes Graduate School, Teaching and Learning Innovation, etc.)	• Numbers of professional development activities related to this goal • Numbers of students who take advantage of these opportunities	Spring 2021 and ongoing	VP and Dean of the Graduate School, VPFA, and the CGE (ELI)

	● Survey of GTAs on their professional development needs, experiences in the classroom, and satisfaction with training	● GTA level of satisfaction with professional development opportunities (from surveys) ● Increase in graduate students' knowledge of inclusive teaching techniques		

Diversity Action Plan
College of Architecture and Design

Notes to Sections & Committee make up:

This version of our DAP began with 12 representatives appointed to the College of Architecture + Design (CoAD) DEI Committee, composed of representatives from each of the 4 schools: 3 tenure line & 1 non-tenure faculty member, (including the Associate Dean and one school Director), 4 staff members and 4 student representatives. During the course of the year the committee make-up shifted, losing 1 student and 3 staff members while adding the newly appointed Director of Diversity Relations faculty member. Our final committee make-up: 5 faculty, 1 staff, 3 student members. Committee chair and co-rep voted by original 12 committee members. (final page for committee members reference)

Each goal was originally divided into teams of 1 faculty or staff and 1 student member where possible. These team members drafted goals supported by various methods of data capturing and review. Drafted Goals were then exchanged, reviewed and edited throughout the writing process. This draft reflects the compilation of our teams as well as our collective voice together as a committee.

Mission of the College of Architecture + Design:

Cultivating diverse voices and viewpoints is essential to the College of Architecture and Design's mission of imagining, shaping, and designing, a more equitable future. We foster diversity in many forms and strive to create an inclusive climate that supports positive learning and growth, where everyone feels welcomed and motivated to pursue creative endeavors. A diverse, inclusive, and equitable environment is an empowering setting that benefits and enriches all of us. Together, we celebrate the rich identities and multiple perspectives within our college, university, and the broader community through a design culture that is deeply rooted in making, problem-solving, critical thinking, service, and social responsibility.

Establishing and maintaining an inclusive and diverse environment requires an unwavering commitment from everyone in our college. It will depend on robust collaborations across the university and local and national communities. We are fully invested in making substantive, meaningful, and durable change. We will actively pursue fundamental transformation geared towards diversifying and expanding design pedagogy and the design profession, consequently arriving at a more just and inclusively designed world.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. Develop baseline understanding of current climate of D+I within the college; follow with sustainable check-ins and follow-ups	1. Compile outcome from survey conducted in Dec. 2019 and revise survey to ensure data capture methods are appropriate.	Initial baseline of D+I climate and revised survey to be given annually	Fall 2020	DEIC; Director of Diversity Relations
	2. Longitudinal collection of D+I survey data	Ability to draw conclusions to the D+I climate over time in order to assess areas of success and continued/new challenges	2020 - 2023	DEIC; Director of Diversity Relations
	3. Develop specific touchpoints with CoAD constituents to address issues.	Townhalls and other types of gatherings that include students, staff and faculty of HUP	Beginning Fall 2021	DEIC; Director of Diversity Relations; Dean; School Directors
II. Increase visibility of D+I commitment and activities across all CoAD communication channels	1. Critical assessment of CoAD website to ensure D+I is woven throughout	Minimum is page dedicated to D+I content, goal is to be woven throughout so as to become a more holistic part of the website narrative	Summer 2021	DEIC; Director of Diversity Relations; Dean; School Directors; Director of Communications

	2. Communicate dedication to D+I included in any large gathering (open house, orientation, awards banquets)	Language and activities related to D+I are present in the outline of all presentation scripts.	Summer 2021	Dean; School Directors; Director of Diversity Relations; Director of Communications
	3. Support of NOMAS and DOME and other HUP student groups social media presences	Increased traffic to student HUP student organization media sites from CoAD central site	Spring 2021	DEIC; Director of Diversity Relations; Dean; School Directors; Director of Communications
III. Foster Studio Climate that embraces diversity, equity, inclusion for all faculty, staff, students, alumni, parents, chosen family & community	1. Training for faculty and staff on DEI topics relevant to maintaining an inclusive classroom and office setting	[a] Appropriate training identified [b]50% of faculty and staff undertaken [c] 100% faculty and staff taken	[a] Summer 2021 [b] Fall 2021 [c] Spring 2022	DEIC; Director of Diversity Relations; Dean; School Directors; Budget Director
	2. Create system of support to address individual concerns from HUP studio experiences.	Clear reporting system that allows for timely response to student issues that leads to clear outcome including appropriate campus resources and possible discussion with a wider CoAD administrative input	Summer 2021	DEIC; Director of Diversity Relations; Dean; School Directors; Center for Student Development
	3. Assessment of DEI included in faculty teaching reviews and staff evaluations.	Review of performance relative to teaching or office administration becomes a benchmark in current assessment structures.	Summer 2022	Director of Diversity Relations; Dean; School Directors; AD for Research and Academic Affairs
IV. Establish CoAD Office Dedicated to DEI	1. Identify & Clarify DEI Service responsibilities in college and to the DAP	Review of Stakeholders structure and description service responsibilities	Spring 2021	Dean, School Directors, DEIC, Director of Diversity Relations

	2. Initiate DEI office dedicated within CoAD	Establish organizational Structure	Fall 2022	Dean, Budget Director, Director of Advancement
	3. Hire Director of DEI office	Review of Stakeholders structure to DAP	Fall - End 2022	Dean, School Directors, DEIC, Director of Diversity Relations
	4. Assignments of college representatives, committees and support of DEI office	Drafting of job responsibilities	Fall 2022	Director of DEI Office, Dean, School Directors, DEIC, Director of Diversity Relations
V. Champion mentorship, activities and gatherings for HUP to grow and succeed	1. Strengthen peer mentoring structure within the undergraduate population	By end of first week of classes all students from HUP identified mentor with whom they are connected.	Fall 2021	Center for Student Development
	2. Align mentoring between students from HUP and HUP alumni from CoAD	Mentoring network system that pairs current students with graduated alum	Spring 2022	School Directors; Director of Advancement; Dean and staff
	3. Ensure diverse representation of visiting scholars, guest critics, workshop leaders and college fellows.	40-50% of all outside visitors who interact in class or review capacity are from HUP over 3 years	Spring 2023	DEIC; Director of Diversity Relations; Dean; School Directors; Lecture Committee; Studio Faculty

	4. Collaborate with School of Art DEIC to create and source funding for curated DEI space in the A+A building to showcase work of HUP, issues of social justice, and contemporary topics relative to DEI.	Dedicated space with curated schedule of activities for at least 6 months	Spring 2022	DEIC; Director of Diversity Relations; Dean; School of Art DEIC

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations[1] into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. Attract greater numbers of individuals from historically underrepresented populations into faculty and faculty-oriented administrative positions.	1. Initiate systemic and holistic study of existing CoAD practices to date, identify successful and unsuccessful hiring approaches.	1.a). Learn best practices for recruitment and search processes. b). Provide a survey in the application process for applicants to inform practices of professional support.	Fall 2021 - onward	Director of Diversity Relations, Dean's Office, School Directors, DEIC
	2. Network with regional, and national related organizations and academic programs to attract HUP for faculty and faculty-oriented administrative positions.	2. Percentage of HUP applications and candidates invited to campus.	Fall 2021 – onward	Director of Diversity Relations, CoAD Search Committee, Each School's' Diversity Committee, School Directors, and Dean
	3. List in the job announcement the optional equal employment self-identification form and its purpose as part of the application process.	3. Increase number of HUP applicants in pools for faculty and faculty-oriented administrative positions	Fall 2021 – onward	Director of Diversity Relations, CoAD Search Committee, Dean

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	4. Revise CoAD website to reflect a focus on faculty research and administrative topics of diversity, equity and inclusion.	4. Website showcases faculty research with topics of diversity, equity and inclusion.	Fall 2021 – onward	Director of Communications, Dean, DEIC, Director of Diversity Relations
	5. On campus candidate interviews include visits to administrative offices supporting diversity, equity, and inclusion.	5. Documented in visit itinerary.	Fall 2021 – onward	Director of Research, Dean, Search Committee, Diversity Relations Director
	6. In job announcement, require applicants to submit a value statement on diversity, equity and inclusion.	6. a). Value statement on diversity, equity and inclusion in application materials. b). Provide a survey for self-identifying applicants to inform College of DEI professional support needed.	Fall 2021	Search Committee, Diversity Relations Director, Dean
II. Retain greater numbers of individuals from historically underrepresented populations in faculty and faculty-oriented administrative positions.	1. Research best retention practices through networking with colleagues and professional organizations.	Learn best practices for retention.	Fall 2021 – onward	Director of Diversity Relations, Dean, School Directors, Faculty Mentors
	2. Encourage all faculty, staff, and administrators to complete diversity, equity and inclusion training and workshops provided by the university.	Increased CoAD participation in diversity, equity and inclusion training and workshops provided by the university.	Fall 2021- onward	Dean, School Directors, Staff Supervisor, DEIC

	3. On campus newly hired faculty/faculty-oriented administrators include visits to administrative offices supporting DEI and advocate for HUPs.	Documentation of the visits and percentage of faculty and faculty administrators from HUP in the College who are successfully in their first-year review.	Fall 2021 – onward	Dean, School Directors, Administrative Assistants, DEIC, Director of Diversity Relations
	4. Coordinate faculty/faculty administrator mentor that is outside of the college who directly understands the perspective of the new hire.	Documentation of mentor pairing. Bi-annual review of mentorship needs.	Fall 2021 – onward	Dean, School Directors
	5. Increase pool of external reviewers of faculty tenure dossier to include larger percentage of underrepresented populations in the disciplines.	List of external tenure dossier reviewers.	Fall 2021 – onward	School Directors
	6. Provide equitable workload balance for College/University service assignments.	Documented evidence in annual reviews which demonstrates and details equitable service workload practices amongst all faculty and administrator group ranks in the College.	Spring 2021 – onward	Dean, School Directors
III. Attract greater numbers of individuals from historically underrepresented populations into administrative support and staff positions.	1. Seek faculty, staff and administrator referrals of qualified individuals who have been historically underrepresented as staff in the College	Percentage of staff invited to campus candidates from HUP.	Fall 2021 – onward	CoAD Search Committee, Dean, School Directors, Staff supervisor

	2. List in job description a reasonable equivalent of job experience to degree. Include benefit information and prof. dev. opportunities in job announcement	Percentage of external staff applications from HUP.	Fall 2021 – onward	CoAD Search Committee, Dean, School Directors, Staff Supervisor
	3. In job announcement require applicant to submit a value statement on DEI	Value statement on diversity, equity and inclusion in application materials.	Fall 2021 - onward	CoAD Search Committee, School Directors, Staff Supervisor
IV. Retain greater numbers of individuals from historically underrepresented populations in administrative support and staff positions.	1. Encourage all faculty, staff, and administrators to complete diversity, equity and inclusion training and workshops provided by the university.	Increased CoAD participation in diversity, equity and inclusion training and workshops provided by the university.	Fall 2021 - onward	Dean, School Directors, Staff Supervisor, DEIC
	2. Coordinate a mentorship group of related rank staff internal and external to the College who directly understand the perspective of the staff member.	Identified internal and external opportunities for professional development of HUP staff.	Fall 2021 - onward	Directors, Staff Supervisor
	3. Connect newly hired staff with offices and organizations on campus that support and advocate for individuals HUP.	Percentage of faculty from HUP in the College who are successfully in their first-year review.	Fall 2021 - onward	Directors, Staff Supervisor
	4. Provide equitable workload balance for College service assignments outside of job responsibilities.	Documentation in annual reviews of workload distributions and evidence which demonstrates equitable workload practices.	Spring 2021 - onward	Dean, School Directors, Staff Supervisor

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. *ATTRACT* students to the College of Architecture and Design at the graduate and undergraduate levels from international and HUP.	***COMMUNICATIONS AND OUTREACH*** 1. Display a clear commitment to diversity and inclusion via the college's various communication streams and events. These include, but are not limited to the website, social media, promotional material, lecture series speakers, orientation session, open house events…etc.	Higher visibility of diversity and inclusion statements, events, course projects and community engagement on various college communication outlets. ALL college engagements convey our commitment to diversity and inclusion.	Spring 2021 – onward	CoAD Director of Communication + School Directors, Dean
	2. Revisit College mission, values, strategic plans and communication avenues, that pertain to recruitment of HUP and international students to ensure diversity goals are reflected and up-to-date.	Increased participation of HUP and International students in open houses and other college related events such as AA building tours and research day.	Fall 2021 – onward	The DEIC, CoAD Director of Diversity Relations, Student Development Office, CoAD Director of Communications, Dean

	3. CoAD Annual report section dedicated to Diversity & Inclusion initiatives	Increased spotlighting of important D&I events leading to annual expectation of reporting by readership.	Fall 2021 – onward	CoAD Director of Communications
	INCENTIVES 1. Each school offers at least one scholarship to incoming students from underrepresented populations.	Increase the percentage of diverse and international first-year students at the College of Architecture and Design at the graduate and undergraduate levels.	Fall 2021 – onward	CoAD Director of Development + School Directors
	2. Address technology hurdles through long-term laptop loans and technology scholarships that are dispersed in the form of laptop stipends.	Documented inventory of long-term loaner laptops and technology scholarships either monetary and/or equipment-based for incoming students.	Fall 2021 – onward	CoAD Director of Development, School Directors, Associate Dean of Facilities + Technology
	3. Provide scholarships for the UT Summer Design Camp to HUP and International students.	Increase HUP and International student participation in the Summer Design Camp.	Summer 2021 – onward	Director of Student Development, School Directors, CoAD Center for Student Development
	RECRUITMENT 1. Systematic and holistic review of recruiting practices and admissions process; DEIC to advise on best practices document..	An annual diversity equity and inclusion student admissions report with findings and recommendations with inclusion of potential admissions oversight group.	Fall 2021 – onward	Director of Diversity Relations + CDEI + School Directors

	2. Establish CoAD recruitment events where faculty, students, and alumni can share their work and design processes with high school students.	Increased faculty, staff, and student engagement in CoAD recruitment events.	Spring 2022 – onward	Director of Student Development, School Directors, DEIC
	3. Form and foster partnerships with firms, organizations, and international universities by which we can establish a robust pipeline for recruiting International Students.	Annual Admission shows an increase in the number of international students.	Fall 2022 – onward	CoAD Student Development Center + School DirectorsI
II. RETAIN students at the College of Architecture and Design at the graduate and undergraduate levels from international and HUP.	***MENTORING*** 1. Peer-mentoring program for all incoming students, with special focus on HUB and International students.	All HUP and International students have access to CoAD mentorship programs.	Fall 2021- onward	CoAD Student Development center + Student Organizations [DOME] + [NOMAS]
	2. Expand mentoring focus to include and cater to disabilities and mental illness.	Increased specialized mentorship programs and participation in college.	Fall 2021- onward	CoAD Student Development Center
	3. Provide support for the advisors and students for student and college organizations that advocate for diversity and inclusion.	Increase membership in students' organizations that support diversity, inclusion and international outreach.	Sp 2022 -onward	Dean's office and Director of Diversity

	4. Procure funding for the CoAD tutoring center to expand its capabilities and focus.	Tutoring Center expansion through physical resources and expanded instructional platforms.	Fall 2021 – onward	CoAD Director of Advancement + School Directors Associate Dean of Facilities + Technology
	REPRESENTATION AND ADVOCACY 1. Host regular open dialogue sessions for any COAD stakeholders to discuss matters that relate to diversity and inclusion in the college, university, and community.	Provide a minimum of one open dialogue session in the college each semester.	Sp 2021 – onward	DEIC + CoAD Director of Diversity Relations + CoAD Director of Communications
	2. Develop an active database that connects underrepresented and international students with external scholarships and development opportunities.	7. CoAD database or letter for various opportunities + access to advisement.	Sp 2022 – onward	7. Student Development Center + Associate Dean of Research and Engagement
	3. Identify the challenges to the retention of a diverse student body and develop programs to remove or lessen the potential obstacles.	a. DEIC report of the finding. b. plan to address finding. c. Increased retention of HUP and international students.	a. F 2021 b. Sp 2022 c. Sp 2023 - onward	DEIC + School Directors + CoAD Student Development Center CoAD Curriculum Committee
***III. GRADUATE* increasing numbers of undergraduate and graduate students from International and HUP.**	1. Robust Career mentorship and placement program that works to remove barriers and create stronger bridges between academia and profession.	Increased percentage of HUP and international students hired upon graduation or within a year of graduation.	Sp 2023 – onward	CoAD Student Development Center + School Directors + Industry Advisory boards, Dean

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	2. Establish academic scholarships for senior HUP across College..	Increase scholarships that are awarded to HUP and international students in their final year.	Fall 2021 – onward	Director of Advancement + School Directors, Dean
	3. Offer flexible paths to graduation that involve professional internships and international exchange opportunities.	Increase professional internships offered to HUP and International students.	Fall 2021 – onward	CoAD Student Development Center + School Directors + CoAD Curriculum Committee
	4. Examine and identify aspects of the college's existing programs which present challenges to the academic and social success of particular segments of our diverse student body; propose programs/actions to address these issues.	4. a. DEIC report of the findings. b. Increased percentage of HUP and international students graduating from CoAD.	4. a. Fall 2021 - onward b. Spring 2023 - onward	CoAD Student Development Center + CoAD Curriculum Committee + Associate Dean for Research & Academic Affairs

Goal 4: Develop and strengthen **partnerships with diverse communities** [2] in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. Develop and maintain a cohesive list of current and past community partners who have been involved in College activities in order to determine areas of existing contacts and partnerships.	1. Continue collection of community- based projects and initiatives that have been conducted across CoAD over the past 10 years.	Comprehensive list of community partners and subsequent project relationships.	Spring 2021 – onward	Associate Dean for Research + Academic Affairs

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[2] People from various cultural, racial, and ethnic backgrounds.

	2. Develop a system for future collection, organizing and archiving material to serve as a living database. Preference on exploring auto-population options for sustainability.	Active, populated, searchable database available to all CoAD faculty, staff and students	Summer 2021 – onward	Associate Dean for Research + Academic Affairs, Information Technology Team Leader
	3. Develop method for benchmarking success, lessons learned, and needs for improvement with each engagement.	Increased success of partnerships in part to recorded/interviewed successes and improvements.	Summer 2021 – onward	Associate Dean for Research + Academic Affairs, Information Technology Team Leader, and identified School faculty
II. Establish communication plan for sharing partnerships and for recruiting new partners.	1. Determine method for higher visibility of community partnerships on the CoAD website. Consolidate in a manner understandable to the community (as opposed to profession, Design/Build)	Community partnership featured on homepage. Robust community partnership section on website with emphasis on D+I	Spring 2021	Communications Director
	2. Source faculty interested in community partnership projects and share expertise	Regular gathering of interested faculty	Fall 2021 – onward	Dean's staff for organizing, AD for Research; Interested faculty across College
	3. Create materials in a variety of materials to recruit new community partners.	Inquiries from interested community partners	Summer 2021	Communications Director, School Directors
III. Study and learn from best practices for design community/ partnerships collaborations from the academic and professional world.	1. Canvas CoAD community, and extend into design networks across disciplines, to seek out successful and meaningful partnerships between design education and diverse communities.	Identified exemplars in community partnerships with accompanying analysis	Spring 2021	School faculty, Dean & Dean's staff for collating, DEIC

	2. Develop curated list of activities/events/experiences and align with opportunities within CoAD	Identified possibilities within CoAD grounded in research from previous success / intersects with the community partnership database (see II).		DEIC
IV. Identify industry partners that place D+I at the heart of their mission.	1. Develop list of URM-led design agencies, vendors and suppliers to the CoAD fields and connect with CoAD faculty, staff and students.	Inclusive list of URM industry partners, Increased engagement with URM industry partners	Fall 2020	Dean and staff, Director of Advancement
	2. Ensure importance placed on D+I of all industry board partners. .	Capture value placed on D+I of all currently seated industry board partners.	Spring 2021	Dean and staff, Director of Advancement
	3. Share/promote/engage with HUP industry partners	Increased engagement with URM industry partners by area professionals	Summer 2021	Dean and staff, Director of Advancement
V. Establish lasting and meaningful relationships with area schools in order to create a stronger pipeline for HUP in the design professions.	1. Build upon ACE program currently in place at South Doyle High School and DUUNK program at Vine Middle Magnet to increase participation across more College constituents	Increased involvement of students, staff, and faculty in both programs.	Fall 2022	Dean and staff, Director of School of Design
	2. Reach out to area schools with HUP and engage with festivals, open houses, and the like to introduce CoAD to the local area community.	Two pop-up design events at area schools.	Spring 2022	Student Development Office, School Directors

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. **Approach diversity, inclusivity, and cultural competency in the curriculum as a continuum. Establish a foundational culture that is socially and culturally active, intelligent, and sensitive, and carry the conversation through to graduation.**	1.1. Equip CoAD faculty to have appropriate conversations about inclusive teaching by engaging the Teaching & Learning Innovation; all faculty to review and incorporate content and recommended behaviors, where appropriate, from the Inclusive Teaching teaching resources.	Document number of faculty who participate in CoAD Open Faculty Discussions focused on university/TLI DEI resources and college expectations (target 20% average); document percent of TLI or other training modules completed per faculty member (target participation by 75% of faculty; target to maintain sustained effort by 50% of faculty).	1. Spring 2021 to begin discussions; spring 2021 to begin participation	All CoAD faculty; AD Academic Affairs; DEIC
	2. Develop a DEI Program Learning Outcome for each program.	PLO written and approved by faculty of each school; PLO approved at college level.	PLO approval by end of spring 2021.	School/program curriculum committees; ad hoc curriculum working group

	3. Design DEI content for foundational courses that introduces students to humanitarian dialogue, social and civic activism, and diplomacy, required in all programs. Integrate DEI PLO. Assess students' intercultural development at the beginning of first-year (prior to DEI course) to use as a starting measure.	(a) Foundational level DEI 1. Direct assessment strategy for DEI PLO developed and implemented (foundational courses).	1. Direct assessment conducted in fall 2022 or spring 2023.	First-year faculty (undergraduate and graduate)
	4. Engage school curriculum committees to establish one or more upper level courses where content from foundational DEI curriculum is reiterated, reemphasized, and honed. Integrate DEI PLO.	4. Direct assessment strategy for DEI PLO developed and implemented (upper level courses). developed and implemented.	Direct assessment conducted in fall 2022 or spring 2023.	1. School/program curriculum committees; ad hoc curriculum working group
	5. Communicate to students and the general public regarding courses that address diversity, equity, and inclusion.	As demonstrated through surveys, quantifiable increase in classes understood to focus on DEI objectives; qualifiable improvement in student and alumni perception of DEI curriculum.	Initial survey conducted summer 2021; follow-up survey conducted spring 2023, measure change in perception	Communications director; school directors

	6. Establish a method of accountability through the inclusion of a Diversity Sector in the Course Evaluations for foundations and designated upper level courses.	DEI qualitative question(s) for TNVoice; in designated courses.	Questions developed by end of spring 2022; evaluation implemented in AY 2022/23	1. School directors; AD Academic Affairs; Office of Institutional Research and Assessment
II. Improve student access to various parts of the curriculum currently assessed as presenting barriers and limiting exposure to activities that provide multi-cultural and intercultural perspectives.	1. Individual courses – Review course requirements for texts and materials, considering overall added costs and student financial expectations – quantify in baseline survey; strategize about ways to reduce financial burdens on students.	Documented reduction in actual student cost for participation in courses.	Fall 2021/spring 2022 (post-COVID); assessment summer 2022; strategy/policy development in fall 2022 to implement starting spring 2023.	1. All faculty, working individually or in teaching teams; students; school directors and/or curriculum/program committees
	2. Field trips – Identify barriers to students participating in field trips, develop strategies for field trip engagement that is more inclusive and equitable across cohorts.	Documented increase in students able to participate in field trips that are being offered; parity in program and cohort opportunities for students.	Strategy/policy development by fall 2022 to implement starting spring 2023.	Individual faculty; school directors; finance director
	3. Programs – Identify or develop additional off-campus mini-terms and programs that explore unique and varied American experiences, focusing on the cultural diversity of the United States.	Documented growth in options for students to study off-campus in programs exposing them to unique American experiences, through both off-campus study (B.Arch program requirement) and mini-terms (full college electives).	Begin fall 2022, to continue through AY 2022/23, announce program fall 2023, implement summer 2024 /fall 2024/spring 2025; announce call for mini-terms in fall 2021; first potential implementation in May 2023.	individual faculty; AD Academic Affairs

III Engage the profession through priority internships and professional practice modules that empower students to focus on social justice and civic action.	1. Through internship opportunities (potentially unpaid internships)	Increased number of students who participate in internships supporting DEI agenda (BSIA, MFA GD, MLA programs)	Internships supporting DEI agenda facilitated summer 2022 and to continue thereafter.	Director of Student Development; School directors; faculty teaching Professional Practice; individual faculty
Identify, promote, and facilitate engagement with minority-owned firms, firms with substantial community engaged agendas, and not-for-profit community organizations and foundations.	2. Through Professional Practice case studies	Increased percentage of case studies/firm visits with professionals who explicitly support DEI agenda.	Development of expanded opportunities through fall 2021, incorporated spring 2022.	Director of Student Development; School directors; faculty teaching Professional Practice; individual faculty
	3. Through field-trips tied to the curriculum	Increased number of field trip experiences that explicitly support DEI agenda.	Strategy/policy development by fall 2022 to implement starting spring 2023.	Director of Student Development; School directors; faculty teaching Professional Practice; individual faculty

(note: CoAD only has graduate degrees in two schools, architecture and landscape architecture)
Goal 6: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. Ascertain and develop graduate courses to be restructured toward a multicultural framework to include non-western perspectives, voices outside the canon and under-represented designers. *History, theory, professional practice, technology and*	1. Audit the Spring 2021 course lists, syllabi, readings lists, paper topics, project deliverables and exams to access the college's current curriculum diversity status.	Report provided to DEIC that identifies current strengths and gaps alongside	Summer 2021	CoAD's Graduate Curriculum Committees; College faculty as designated

construction courses will be targeted	2. Support faculty in actively improving the diversity covered in their course material.	Needs of faculty identified and matched with appropriate resources to assist in course revision	Fall 2021	CoAD's Graduate Curriculum Committees; College faculty as designated; DEIC
	3. Assess restructured courses and develop curriculum review of DEI on a regular basis.	Assessment report and timetable for ongoing review presented to DEIC	Fall 2022	CoAD's Graduate Curriculum Committees; College faculty as designated; DEIC
II. Integrate more opportunities for culturally-enriched interactions and travel supported across the graduate curriculums.	1. Initiate and host an intercollegiate annual studio that alternates between the Architecture and Landscape Architecture Graduate Programs.	Shortlist of Universities and Community Colleges that represent diversity through region, demographics or design thinking with whom CoAD can partner. Develop relationship through curricula ideation that leads towards launch	Summer 2021; Summer 2022	CoAD's Graduate Curriculum Committees; College faculty as designated
	2. Advocate for more affordable graduate travel options (both domestic and international) that focus on issues of DEI within the built environment through sponsorship by industry and professionals whose work is at the intersection of this space.	Report of potential sponsors and their intersection with DEI learning objectives of proposed travel location.	Spring 2021	Director of Advancement; CoAD's Graduate Curriculum Committees; College faculty as designated

	3. Compel graduate students who benefit from sponsored travel to disseminate experience and cultural findings to undergraduate population across college.	Set expectations of travel dissemination and assessment of dissemination as condition for travel sponsorship	Spring 2022	CoAD's Graduate Curriculum Committees
III Establish a platform for graduate students to organize and lead open discussions on design agency and dialog (topics: career trajectories, inclusion/exclusion, social injustice, environmental effects, role of thesis and/or the design canon).	1. Survey both current graduate students and recent past alumni to determine needs and potential relative to student time devoted to program requirements.	Survey developed, initiated, collected and assessed for use in determining initial direction.	Spring 2021	CoAD GRaduate Committee; ARCH and LARCH School Directors; graduate students as designated
	2. Secure graduate student, preferably one who represents HUP, to lead the group planning activities each year.	Financial support identified	Fall 2022	ARCH and LARCH School Directors
	3. Bi-annual panel developed, organized, advertised and hosted by graduate platform that brings together alumni and local professionals to discuss a series of student-curated questions.	Financial support identified and secured for panel development	Fall 2022	Dean; Director of advancement; ARCH and LARCH School Directors

	3. Work with Robert B. Church Lecture Series Committee to plan one lecture/workshop to be determined by this graduate platform with the goal of opening dialogs of discrimination, repression and injustice that are embedded in the design disciplines and how these experiences shape the designers' work.	Approval to allow graduate platform ownership over selection of one lecturer each year accompanied with outline that keeps goals of lecturer selection on task to meet need of representing voices of HUP	Spring 2022	Robert B. Church III Lecture Series Committee; Dean

CoAD Diversity, Equity + Inclusion Committee Members:

Rana Abudayyeh, *she/ her, Co-Rep, Assistant Professor Interior Architecture*
Sarah Lowe, *she/ her, Director of the School of Design, Professor School of Design*
Katherine Ambroziak, *she/ her, Associate Dean, Associate Professor of Architecture*
Scottie McDaniel, *she/ her, Adj. Assistant Professor of Landscape Architecture*
Felicia Dean, *she/ her, Director of Diversity Relations, Assistant Professor of Interior Architecture* (ad-hock)
Nick Stawinski, *he, him, Staff, Wood & Metalshop Supervisor @ CoAD Fab Lab* (on leave)
Alex Bonner, *he, him, Graduate Student, School of Landscape Architecture*
Joanna Martin, *she, her, Undergraduate student School of Architecture*
Brooklyn Poff *she, her, Undergraduate student School of Interior Architecture*
Justin Lenten *he, him, Undergraduate Student, School of Art, Advanced Graphic Design Program* (on leave)
Ronda Wright *she, they, Chair, Staff & Adj. Assistant Professor, Advisor all CoAD students*